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ONTARIO

PROGRAMME
FOR
Junior and Senior Kindergarten
AND
Kindergarten Primary Classes
OF THE
Public and Separate Schools

1944

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THE MINISTER OF EDUCATION



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FOREWORD

Movements in education usually take the form of drives. The first half of the twentieth century was characterized by progress along lines of adolescent and post-adolescent education. During that period the age of compulsory school attendance was raised; senior elementary schools were established; vocational training was widely extended; enrolment at universities and secondary schools increased several fold. Indications are not lacking that the opening of a second front is in the offing and that in the latter half of the century the lower age levels will receive a fair share of the consideration which is now being bestowed on the upper age brackets.

The war has been in no small measure responsible for this shift of attention. In the first place food rationing and the results of army medical examinations have made the nation acutely conscious of problems related to health. The various health services recently introduced in the schools have been productive of gratifying results. But they begin too late. Nutritional deficiencies and wasting diseases have their time of greatest incidence during what is now the pre-school period. It is felt that the health of children during this period should receive more adequate supervision. In the second place the need for female labour in war industry has compelled the establishment of nursery centres in England, the United States, and Canada. The benefits which children derive in these centres from intelligently directed care have been so marked that a complete return to post-war conditions is unthinkable.

Other factors quite apart from those connected with the war give impetus to this movement. The modern science of mental hygiene has definitely established the truth of the old adage that the first seven years of life are the most important. The streams of mental as well as those of physical health have here their fountains. Fears may muddy their waters and anti-social growths stagnate their flow. On the other hand, happy confidence arising from rightly directed activities may liven the current

and guide it along proper channels. The most abundant educational opportunities are likely to prove of but slight advantage to the boy or girl of fourteen whose outlook on life was blighted at four. In addition to the need of more adequately providing for the physical and mental health of the child, there would seem to be a demand in many instances that the school assume further responsibility because of recent changes in our mode of life. Congested housing conditions in certain sections make an unsafe city street the only available playground for young children. The entrance of women into industry precludes the possibility of full-time mother care.

The undertaking of certain phases of the child's education by the school is not to be interpreted as relieving the home entirely of responsibility but rather as ensuring a fuller partnership between teachers and parents in forwarding the child's best physical and mental interests. Originally all education was carried on by the home. Only in recent years has the school shared in that responsibility. Slowly and gradually in response to the demands of an increasingly complex civilization its services have been extended to include greater numbers, more varied programmes, and longer periods of instruction. But it is being more and more recognized that the child does not live two lives, one at school and the other in the classroom. The rapid growth of Home and School clubs is evidence of the growing appreciation of the oneness of the child's life. This increasing co-operation between school and home is nowhere more clearly discernible than at kindergarten levels where the mother frequently conducts the child to and from school and where many occasions are found for consultation between teacher and parent as to the best means of achieving their common purpose.

There likewise exists a need of more intimately articulating the kindergarten with the regular school system. Following the age of Rousseau, Pestalozzi, and Froebel, during which the child had emerged as the central figure in the drama of education, and kindergartens had been established for three- and four-year-old children as part of a continuous training programme, there came a time of rapid expansion. The introduction of free, universal, and compulsory education greatly increased both the numbers and the varieties of pupils attending elementary school.

A new, prolific science revolutionized modes of living. Better methods of travel and communication, the radio and the motion picture, as well as an enormously augmented press, brought about a second and this time a global Renaissance. It was inevitable that educationalists everywhere finding themselves overwhelmed by a flood of new learning should devote their full time and effort to sorting this wealth of material for school use. Everything considered they did an excellent job. In the bustle, however, the spotlight of attention was shifted from child to subject matter. The kindergarten end of the school, being least concerned with subject matter, remained true to the philosophy of its founder and became a veritable Keeper of the Flame. However, when revolt burst forth after the First Great War it was not the kindergarten flame itself that spread. Though strangers lit torches at its fires and carried the gospel to the grades as new education, progressive education, and enterprise education, the kindergarten pursued its tranquil way unflurried save for the excitement now and again of a new dress.

As a result of these two historic shifts there developed a cleavage between the kindergarten and the grades which demands attention. The very young child cannot readily adjust himself to sudden change. Conditioned to a certain mode of behaviour in kindergarten he may suffer shock when transferred to the grades. The inevitable advent of nursery school training, whether public or private, further complicates the situation. It seems unreasonable to suppose that entrance to school should be by means of two porticoes or that the child should undergo two distinct and separate novitiates. Rather the school should be an entity with progress from ingress to egress along a smoothly constructed gradient.

The situation of the rural school child who enters at the legal age of five likewise requires consideration. Many such are unable at first to undertake the tasks of formal education. Even when they attain the requisite mental age for this work the teacher frequently finds difficulty in adapting to younger children materials and methods suited to the six-year level. The recent inclusion of the kindergarten among the regular observation and practice-teaching rooms used by the Normal School has afforded some alleviation. It is felt, however, that the teacher stands in need of more explicit and more definite guidance.

It is the purpose of the following programme to make provision for those entering school at the permissive ages of three and four as well as those entering at five; to integrate the work of the kindergarten and that of the regular grades; and to afford guidance to teachers of primary classes in schools where a kindergarten is not established.

ADMINISTRATION

ESTABLISHMENT

Kindergartens are established under The Public Schools Act, Sec. 5 (2)—“*Children between the ages of three and seven years may attend kindergarten schools, subject to the payment of such fees as to the board may seem expedient*”; and Sec. 89 (12)—“*The boards of all public schools . . . shall have power . . . if deemed expedient to establish kindergartens. . . .*”

Sec. 5 (1) and (1) (a) provides that persons who are unable to profit by instruction given in the public schools shall not have the right to attend. Since instruction is not provided in kindergarten for children who are below a mental age of three years, Sec. 5 (2) is to be interpreted as establishing the right of admission only for such children as have attained that mental level.

Considerable attention has been devoted to the matter of selecting distinguishing names for the three age groups concerned. The name Nursery School has been commonly used in connection with the training of three- and four-year-old children. It was considered, however, that the introduction of a new term into school usage would have a tendency to accentuate the very distinctions which it seems so desirable to avoid. The nomenclature, Grades A, B and C, possesses the advantage of signifying school unity and continuity and may eventually be employed; but its introduction at the present time might arouse needless controversy. Since the purpose of the new programme is in part a restoration to the kindergarten of its original domain and in part a more intimate articulation of the kindergarten with Grade I, it was decided to follow the terminology employed in The Public Schools Act and to designate the three groups as follows:—Junior Kindergarten comprising children between the mental ages of three and four plus; Senior Kindergarten comprising children between the mental ages of four and five plus; Kindergarten Primary comprising children between the mental

ages of five plus and six. Nevertheless a child on first entering school should be placed in that group from which, in the opinion of the principal, he will receive the greatest benefit.

ENROLMENT

The normal complement is (i) under one teacher—Senior Kindergarten 20, Kindergarten Primary 25-30; (ii) under two teachers—Junior Kindergarten 30, Senior Kindergarten 40-45; Kindergarten Primary 50-60. During the opening month of each school session it is advisable to begin both the Junior and the Senior Kindergartens with somewhat smaller enrolments and gradually to increase to normal. It is highly desirable that the three groups be trained separately either in different classrooms at the same time or in the same classroom at different times. Under no circumstances should attempt be made to handle all three groups together. It seems probable that for some years at least most Junior and Senior Kindergartens will be conducted as half-day classes. Kindergarten Primaries even under present conditions may with profit be conducted as full-time classes especially during the January to June term. Where the location of schools in relation to areas of population seems to render unavoidable the conducting of Senior Kindergarten and Kindergarten Primary classes under two teachers in the same room, the dual classes may well be taken together, during the morning period, the Kindergarten Primary pupils alone returning for the afternoon period under one teacher.

ACCOMMODATION

Existing Schools

It is assumed that Kindergartens presently to be set up will utilize existing accommodation in existing schools where such is available. The following facilities should be provided:

(1) Where two or more groups are in attendance at the same time a separate room, if at all possible, should be provided for each group. For a single group of 20 in Senior Kindergarten or 25-30 in Kindergarten Primary the room should be oblong in shape with a floor area of about 800 square feet. For a maximum enrolment under two teachers of 30 in Junior Kindergarten, 45

in Senior Kindergarten or 60 in Kindergarten Primary, the room should be square or oblong in shape with a floor area of from 1200 to 1500 square feet.

(2) In connection with each classroom there should be provided: an outside entrance leading directly to the Kindergarten school grounds; a teacher's office; a small special room; a cloak-room opening into the classroom; a washroom equipped with 3-6 wash basins, 2-4 toilet bowls and 1 low bubbler.

(3) In the classroom the walls should be tinted pale green or other pastel colour and provided with ample pinning space; the floor should be covered with battleship linoleum; there should be windows on as many sides of the room as possible, sufficiently high and wide to admit the minimum requirement of 15 candle power of light in any part of the room, and so placed that the bottom of each is not more than 2 feet or radiator height from the floor; benches should be provided along the walls, low enough for the children to sit on, and having under the seats storage space which may be locked. A room used solely by a Kindergarten Primary should have a fixed blackboard so placed that it is low enough for the children to use and high enough for the teacher to write on comfortably; a room used jointly by a Senior Kindergarten and a Kindergarten Primary should be provided with a portable blackboard usable on both sides by the children and by the teacher.

(4) The Kindergarten grounds should be at least 60 ft. by 40 ft., surrounded by a high metal fence, sodded and provided with a small garden space for digging and planting.

Neighbourhood Primary Schools

Urban school boards planning future building programmes should take into consideration the possibilities of the neighbourhood primary school, designed to accommodate children between the ages of three to eight, inclusive, and ranging from Junior Kindergarten to Grade II. In these schools normal healthy social development may be provided apart from the disturbing influence of older children and the repressive atmosphere of a large school. A good start may be made in the fundamental school activities and the pupils well prepared to undertake the more formal work of the regular grades.

Such schools will be located within easy walking distance of the children's homes and away from the main arteries of traffic. The building should be planned to fit the pattern of the child's daily programme, emphasizing and suggesting by its layout the procedure to be followed. Enough space is required to give a sense of freedom and to avoid crowding but not so much as to encourage aimless wandering. Stairs, long corridors and unnecessary doors should be avoided as hazards requiring extra supervision. Arrangements should be such that the activities of junior groups may be easily supervised at all times. The playground should be accessible from the cloakrooms and so laid out that the children may be spread in small groups, traffic may be easily controlled and supervision readily exercised.

FURNISHINGS

SEATING

Junior Kindergarten: chairs 12"; tables 48" x 26", height 20", clearance 15½".

Senior Kindergarten: chairs 12" and 13"; tables 66" x 32", height 20" and 21", clearance 16½".

Kindergarten Primary: chairs 14" and 15", tables 36" x 20", height 23", clearance 18".

One small desk for teacher; one desk chair; four chairs for adults.

MUSIC

One piano; one portable gramophone; gramophone records (to be selected by the teacher); band instruments (Junior Kindergarten), 15 pairs of rhythm sticks, 2 drums, 4 cymbals, 4 small tom-toms, 4 bells with tongues removed, 4 jingling bells, (Senior Kindergarten) 4 tambourines, 4 wood blocks, 4 triangles, 4 sand blocks, 1 baton, (Kindergarten Primary) 5 jingle clogs, 5 castanets, 5 tone blocks.

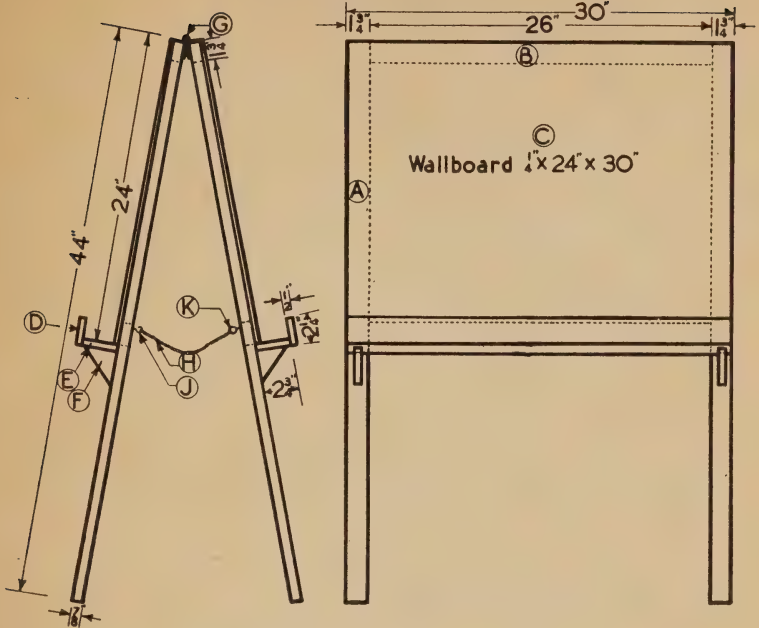
WALL

One wall clock; framed pictures (to be selected by the teacher).

UTILITY

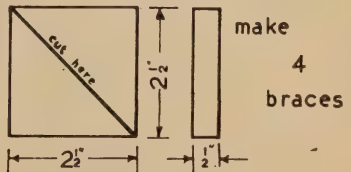
One large cutting board; four double easels (see diagram); two portable screens of beaver board for dramatic plays; two portable screens of ten-test for pinning space.

DRAWING EASELS



Materials

part	name	no.ps	len.	wid.	thi.	part	name	no.ps	
Ⓐ	legs	4	44"	1 3/4"	7"	Ⓒ	hinges	2	2 1/2"
Ⓑ	rails	4	26 1/2"	1 3/4"	7"	Ⓓ	chain	2	14"
Ⓒ	wallbd.	2	30"	24"	1/4"	Ⓙ	hooks	2	1/2" dia.
Ⓓ	ledge	2	30"	2 1/4"	1/2"	Ⓚ	eyes	2	1/2" dia.
Ⓔ	ledge	2	30"	2 3/4"	1/2"				
Ⓕ	braces	2	2 1/2"	2 1/2"	1/2"				



LUNCHEON

Small glasses; oilcloth place mats; serving baskets; pitchers; trays; dish towels; dishpan.

REST

Sleeping mats (craft paper doubled and the edges oversewn, or woven rag rugs or patch rag rugs).

PLAYGROUND

Stationary: jungle gym or climbing box; slide; swings with rings and bars attached; sand boxes; teeter-totters.

Locomotor: trucks; wagons; kiddy cars; tricycles (large and medium); shovels (two sizes); brooms; sand dishes; set of outdoor blocks.

Gardening: rakes; hoes; spades; watering cans.

PERSONAL

Each child should have a pair of soft-soled shoes to be worn for indoor play.

LIBRARY**BOOKS FOR THE CHILDREN'S USE**

Durable picture books depicting: animals (domestic, pet, wild); travel (aeroplanes, automobiles, ships, trains); daily activities (walk, picnics, meals); nursery rhymes; familiar stories (Three Kittens, Peter Rabbit, etc.); factual picture books (The Farmer's in the Dell; Belle's New Suit, etc.).

BOOKS FOR THE STORY PERIOD**(Junior Kindergarten)**

Association of Childhood Education: Told under the Blue Umbrella.—Macmillan.

Bannerman, H.: Little Black Sambo.—Chatto & Windus.

Carey, M. C.: The Everyday Series.—Dent & Sons.

Flack, M.: Story about Ping, Lucky Little Lena.—Macmillan.

Gay, Z.: Sakimura.—Viking Press.

Heward, C.: The Twins & Tabiffa.—Geo. G. Harrap.

Flack: Tim Tadpole & The Great Bullfrog.—Doubleday, Doran.

Lenski, L.: The Little Auto, The Little Aeroplane, The Little Sailboat, The Little Train.—Oxford University Press.

Phillips, M. K.: Things That Go.—Rand-McNally.

Paul, G.: *The Four Friends*.—Grossett & Dunlap.
 Reade, H. S.: *The Social Science Readers*.—Scribners.
 Webb, C.: *Butterwick Farm*.—F. Warne & Co.
 Windsor & Stone: *About Things*.—Grosset & Dunlap.

(Senior Kindergarten and Kindergarten Primary)

Association of Childhood Education: *Told under the Green Umbrella*.—Macmillan.
 S. C. Bryant: *Best Stories to Tell to Children, How to Tell Stories to Children*.—Houghton, Mifflin Co., Boston.
 Carolyn Sherwin Bailey: *The Children's Hour*.—Bradley. *Firelight Stories*.—Bradley.
 V. Carrick: *Picture Tales from the Russian*.—F. Stokes Co., New York.
 Muriel Chalmers & Mary Entwistle: *Bible Books for Small Children*.
 1. *When Jesus was a Boy*. 2. *The Song the Shepherds Heard*.
 3. *The Star of the King*.—Thomas Nelson & Co.
 E. L. Duff: *A Cargo of Stories*.—McClelland & Stewart.
 Rose Fyleman: *Forty Goodmorning Tales*.—Methuen & Co.
 Rev. Jesse H. Hurlbut: *Bible Stories Everyone Should Know*.—Winston Co.
 Maud Lindsay: *A Story Garden for Little Children, The Story Teller*.—Lothrop, Lee & Shepard Co., Boston.
 Hugh Lofting: *The Story of Dr. Doolittle*.—McClelland & Stewart.
 Maud Lindsay: *Mother Stories; More Mother Stories*.—Milton Bradley.
 Poulsson: *In the Child's World*.—Milton Bradley.
 Maud Patterson: *A Child's Garden of Stories*.—Macmillan Co.
 Rhoda Power: *Stories from Everywhere*—Austrian, Danish, Indian, Irish, Russian, Chinese, Haitian, Egyptian, Welsh, American, Etc.—Evans Bros.
 Amy Steedman: *The Nursery Book of Bible Stories*.—T. C. & E. C. Jack, London.
 Maude Owen Walkers (Edited by): *A Book of Christmas Stories*—Lindsay, Bailey, Dickens, Lucas, Harrison, Wilke, Etc.
 Favourite Story Book (Collection old Favourites).—Whitman Publishing Co., Racine, Wis.
 Unity Study Books: *Policeman, Fireman, Dairy, Farm Pets, Circus, Houses, Birds, Frogs, Bridges, Indians, Esquimaux*.—Whitman Publishing Co., Racine, Wis.

POETRY

(Junior Kindergarten)

Allen, M. L.: *A Pocketful of Rhymes*.—Harper Bros.
 Burrows, M.: *One Hundred Best Poems for Boys and Girls*.—Whitman.
 Knippel, D.: *Poems for the Very Young Child*.—Whitman.
 Blair: *Nursery Rhymes, Old and New*.—Pitman.

(Senior Kindergarten)

Fyleman, R.: *Fairy Book*.—Methuen & Co., London.
 Milne, A. A.: *When We Were Very Young*.—McClelland & Stewart.
 Thompson, Blanche (collected): *Silver Pennies*.—Macmillan.
 Stevenson, R. L.: *A Child's Garden of Verse*.—Sandfield Publishing Co.

(Kindergarten Primary)

- Bennett, R.: Whither Shall We Wander.—Ryerson Press.
 Bourinot, A.: Pattering Feet.—Ryerson Press.
 De La Mare, Walter: Peacock Pie.—Ryerson Press.
 Rossetti, C.: Sing Song.—Macmillan.
 Sechrist, E. H.: Merry Meet Again.—Ryerson Press.
 Milne, A. A.: Now We Are Six.—McClelland & Stewart.

MUSIC**(Junior Kindergarten)**

- Bertail, Inez: Simplified Arrangement Favourite Nursery Songs.—Random House, New York, Macmillan Co., Toronto.
 Chesterman, Linda: Music for the Nursery School.—Harrap, Oxford Press.
 Coleman & Thorne: Singing Time, Another Singing Time.—John Day Co., New York.
 Graham, Mary Nancy: Fifty Favourite Songs for Girls and Boys.—Thiman Publishing Co.
 McConathy, et al: The Music Hour in the Kindergarten and First Grade.—Gage.
 Vesper, Ruth Cawthorn: Rhythmic Sketches, Vols. 1 and 2.—Willis Music Co.
 Wickson, Florence: Merry Little Tunes.—Bosworth & Co. Ltd.

(Senior Kindergarten and Kindergarten Primary)

- Burke, C. S.: Songs and Silhouettes.—Thompson, Toronto.
 Charman, Rumble, and Godden: The Rhythm Hour.—Ryerson Press, Toronto.
 Cumpson, Helen: Step a Song.—Simcoe Publishing Co., Buffalo.
 Davison and Whitney: 140 Folk Songs.—E. C. Scherman Music Co., Boston.
 Dickson and Baggs: Waterloo Rhythm Band Method.—Waterloo Music Co., Waterloo.
 Diller and Page: Pre-School Music Book.—C. C. Birchard & Co., Boston.
 Jones, H. B. and Barbour, F. N.: Child Land, Books I and II.—Arthur Schmidt Co., New York.
 Kent, A. T.: Sing-a-Song of Canada.—Nelson & Sons.
 Shaw, Edna: Song to Sing.—Simcoe Publishing Co., Buffalo.
 United Church of Canada: Songs for Little Children.—United Church Publishing Co., Toronto.
 Vesper, R. C.: Rhythmic Play for Kindergarten.—Willis Music Co., Cincinnati.
 Wiechard, A. C.: Little Singers Song Book.—Birchard, Boston.

SPECIAL EQUIPMENT**Junior Kindergarten (group of thirty)**

Permanent Equipment: One large pegboard and pegs; three 10" pegboards and pegs; three advanced colour cones (varied); four puzzles in frames; four sets of blocks, table size, 6—1" x 2" x 8", 12—1" x 2" x 4", 12—1" x 2" x 2", 12—1" x 1" x 4", 6 arches

—1" x 2" x 4", 12 triangles—1" x 2" x 4", 8 cylinders—1" x 4"; one set of blocks, floor size (see Senior Kindergarten and Kindergarten Primary); four constructive building sets; one enterprise pegboard table; one table for clay work; six miniature locomotor toys (cars, aeroplanes, etc.); one wooden fitted train; one wooden fitted barge; one wooden fitted boat; two wooden fitted trucks; wooden animals and figures; one set dolls' furniture and accessories; two dolls and clothing; one set dolls' dishes; one ironing board and iron; one doll's carriage; forty picture books (page 14); fifty wooden boxes 11" x 8" for holding toys; improvised material (spools, tiles, bobbin ends, etc.), two dozen blunt scissors; two dozen paste jars; eight paint jars.

Replaceable Equipment: ten lb. plasticine; coloured sticks for plasticine; three lb. each of red, blue, yellow and green powder paint; eight paint brushes; five lb. paste powder; two dozen paste brushes; three thousand sheets of newsprint or manilla paper, 12" x 18"; five hundred sheets of construction paper, assorted colours; twelve parquetry squares and circles; four packages of needles; four balls of wool, assorted colours; four boxes of straws; four dozen large crayons; one dozen pencils, large; five yards of oilcloth.

Senior Kindergarten or Kindergarten Primary (group of sixty)

Permanent Equipment: White pine blocks, fifty $1\frac{3}{4}$ " x 7" x $10\frac{1}{2}$ " D4s, fifty $1\frac{3}{4}$ " x $3\frac{3}{8}$ " x 7" D4s, fifty 4" x 4" x 4" D4s; fifty of various shapes (triangles, planks, arches, etc.); one hundred feet $\frac{1}{2}$ " dowelling; large wagon for holding blocks; two dolls and clothing; dolls' furniture and dishes; housekeeping appliances (broom, dustpan, etc.); games (matching, jig-saw puzzles, etc.); two telephone sets; two large balls; two boxes of large beads, coloured; two boxes of small beads, coloured; one box of large round tablets; two boxes of large square tablets; five dozen blunt scissors, 4" blades; two dozen blunt scissors, 8" blades; three dozen paste jars; two dozen paint jars.

Replaceable Equipment: twenty pounds of modelling material; ten boxes of paste powder; six dozen paste brushes; crayons, two dozen each of red, orange, yellow, green, blue, purple, black, brown; six dozen large pencils, B.B.; twenty-five tins of paint

powder, 6 blue, 6 green, 3 red, 3 yellow, 3 black, 2 orange, 2 purple; five dozen long, glue brushes for painting; five yards of white oilcloth; six packages coloured slats; twelve boxes of laying sticks, small, 4 assorted, 4 large; one dozen boxes of straws; five dozen shoe laces, 36"; eighteen oz. four-ply wool, two each of red, yellow, blue, green, orange, purple, black, white, pink; six dozen tapestry needles, No. 18; fifteen packages of discs red, yellow, blue; twenty-five packages of paper napkins; twelve packages of large paper fasteners; five dozen picnic plates; manilla drawing paper, six packages 9" x 12", and six packages 12" x 18"; newsprint; roll of brown paper; roll of blue paper; eight packages of crepe tissue paper, red, orange, yellow, green, blue, purple, black, pink; six quires of plain paper, red, yellow, blue, green, purple, white; construction paper, 9" x 12", ten packages each of red, green, yellow, black, blue, brown, flesh, orange; six packages each of pink, white, light blue; construction paper, 18" x 24", one dozen each of red, yellow, black, green, blue, sand; thirty packages of folding paper, 6" x 6", assorted colours; book cover, two packages 12" x 18", and four packages 15" x 24".

Kindergarten Primary: number games; toy money; large printing set (print script).

ACCOMMODATION AND EQUIPMENT FOR UNGRADED SCHOOLS

It is a common experience among rural school teachers to find beginners who are unable at first to undertake the tasks of formal education. Many of the procedures outlined in the following programme may be modified to suit the needs of such children.

For children entering school at kindergarten level a bright nook of the classroom may be utilized for accommodation. Depending upon lighting and other arrangements this may be located in one of the front or rear corners of the room. Usually, however, it will be found most convenient to remove the first three or four fixed desks from one of the outside rows in order that the children may be placed near a window and within easy range of supervision.

The nook should be furnished with brightly-painted tables and chairs (see specifications, page 12). Low shelves painted to match the other furniture should be provided in order that the children may be trained in habits of orderliness. A moveable hinged screen, closed to the floor and capable of enclosing the nook on one end and one side, will afford seclusion during rest and certain play periods, will protect the children from draughts while they are sleeping and yet will permit the teacher to supervise the occupants.

Permanent Equipment (see page 17)

An easel similar to that shown on page 13, and a sand tray or a sand table. These may be placed at the back of the room for the use of all pupils.

Blocks of assorted shapes and sizes for table use; several durable picture books; blunt scissors; toys; large plain sticks; large pegboards; large beads (cube, sphere, cylinder).

Replaceable Equipment (see page 17)

Plasticine ($\frac{1}{3}$ lb. to each pupil); paper; cardboard; crayons; paste; powdered paints; sewing cards; wool; No. 8 needles; oil-cloth weaving mats.

PROGRAMME FOR JUNIOR KINDERGARTEN CLASSES

ROUTINE AND PLAY

The day in the Junior Kindergarten is divided into routine and play periods so alternated as to provide variety and avoid clashes and interruptions. A regular order of procedure should be observed which the child may soon learn to anticipate. Events should follow one another in a natural series so that the child can move easily from one to the next. Periods must be relatively brief.

The educational objectives of the routines are to develop efficient habits and to establish attitudes of acceptance, co-operation, and responsibility. Each routine should be built into a definite challenging procedure and sufficient time, space and equipment should be provided to ensure interest. The children move through the routines as individuals, not as organized groups.

The educational objectives of the play periods are to arouse a spontaneous interest in the environment which finds expression in purposeful constructive effort and to develop interest in other children and enjoyment of their company. The former serves as a basis for future training in mechanical skills and creative enterprise, the latter in social skills, attitudes, and conformities. Because the child is just beginning to develop objective and social interests, organized and specifically planned activity can form only a small part of the play periods.

TYPICAL FULL-DAY PROGRAMME

- 8.45— 9.15 Inspection; Cloakroom Routine (in inclement weather); Self-Directed Occupation.
- 9.15—10.30 Self-Directed Play (outdoor, when possible).

- 10.30—11.00 Cloakroom Routine (following outdoor play); Toilet Routine; Nourishment Routine; Self-Directed Occupation.
- 11.00—11.25 Self-Directed Table Occupation; Directed Small Groups; Washing Routine.
- 11.25—11.30 Replacement of Material.
- 11.30—11.50 Organized Large Group.
- 11.50—12.00 Rest Routine.
- 12.00—12.40 Dinner Routine; Toilet Routine.
- 12.40— 2.30 Sleeping Routine.
- 2.30— 3.00 Toilet Routine; Nourishment Routine; Cloakroom Routine.
- 2.45— 3.20 Self-Directed Play (outdoor, when possible).
- 3.20— 3.30 Cloakroom Routine (in inclement weather); Dismissal.

TYPICAL MORNING PROGRAMME

- 8.45— 9.15 Inspection; Cloakroom Routine (in inclement weather); Self-Directed Occupation.
- 9.00—10.00 Self-Directed Play (outdoor, if possible).
- 10.00—10.30 Cloakroom Routine; Toilet Routine; Nourishment Routine; Self-Directed Occupation.
- 10.30—11.10 Self-Directed Table Occupation; Washing Routine; Directed Small Groups.
- 11.10—11.15 Replacement of Material.
- 11.15—11.30 Rest Routine.
- 11.30—11.45 Organized Large Group.
- 11.45—12.00 Cloakroom Routine; Self-Directed Occupation; Dismissal.

TYPICAL AFTERNOON PROGRAMME

- 1.15— 2.00 Inspection; Cloakroom Routine; Toilet Routine; Self-Directed Occupation; Washing Routine.
- 2.00— 2.05 Replacement of material.
- 2.05— 2.30 Organized Large Group.
- 2.30— 2.40 Rest Routine; Nourishment Routine.
- 2.40— 2.55 Directed Small Groups.
- 2.55— 3.30 Cloakroom Routine; Self-Directed Play (outdoor, if possible); Dismissal.

EXPLANATION OF THE PROGRAMME

Inspection: Cloakroom Routine (in inclement weather); Self-Directed Occupation

The children are brought to the kindergarten by their parents, brothers or sisters, who wait until their charges have been received. Each child is given a brief health examination for the purpose of discovering those who on account of colds or other forms of illness should not be in attendance. The children occupy themselves for a short period until all have arrived. It is advisable to have but a limited choice of table activities during this period (books, plasticine, educational toys). When the weather is inclement, the children proceed with cloakroom routine following inspection, and thereafter engage in indoor active play, using floor equipment and large table material to replace the period of strenuous outdoor play.

Self-Directed Play (outdoor when possible)

It is preferable that the outdoor period be the first play time in the morning, but in winter it may be necessary to have it at the end of a half-day programme.

The children are brought out in small groups to the playground. They play with the equipment as they wish, and in groups of their own choosing. They are expected to busy themselves in constructive activity and to accept certain safety rules regarding the use of equipment. The role of the adult is one of general supervision, to stand on the alert to danger and to non-constructive, destructive, and futile activity, and to exercise corresponding redirection and control. At the end of the period the children are directed individually to put away the equipment which they have been using and are taken inside in small groups.

Cloakroom, Toilet and Nourishment Routine

The children enter the cloakroom for dressing and undressing in small groups. The teacher supervises, giving help as required. While the children will not be efficient, they may be expected to pay attention and to assume responsibility for the easier details of the routine. Enough help should be given to curtail lack of interest and dawdling.

Toilet routine should be fixed at regular, supervised intervals throughout the day. The children will be sent individually from the undressing routine or other current activity.

As the children enter the playroom, they help themselves to a glass of tomato juice (or milk) from a tray placed near the entrance. If a biscuit is given (half-day programme) the nourishment will be served at a play table where two or three children may participate together. As they finish they will replace their glasses and begin to play.

Indoor Self-Directed Small Groups

This period ranges from one-half to three-quarters of an hour. As the children enter the playroom they choose equipment for play, use it according to their own plans, and put it away when they have finished. Each child is expected to be busily occupied with his own activity, and the emphasis is on restful individual play rather than strenuous play or much social interaction. The role of the teacher is to direct the children toward greater interest, purpose and effort, and to help them to achieve their own ends.

For directed play the children may be taken in small groups (four or five) by the teacher to work with some one of the play materials under guidance. A special space or small room should be set aside as a regular place for small group activity. This period gives an opportunity to teach greater skill and develop greater interest in a material. It prepares the child for senior kindergarten group enterprises. Such group activities should be infrequent for any one child.

Washing Routine

This routine is most conveniently carried out during indoor free play. The children are directed individually to the wash-room, a few at a time. They are expected to follow a regular procedure, carry it out attentively, and in a reasonable length of time. The role of the teacher is to guide and teach the children, assisting only when absolutely necessary.

Tidying Routine and Organized Large Group

The children are directed individually to put away the toys with which they have been playing and to get books to look at.

The children are then directed one by one to replace their books and join the circle. This period is not more than 15 to 25 minutes in duration. Music and story periods are alternated and each has many variations. This period has two values as a teaching situation: social experience in organized group activity, and specific content. The role of the teacher is to inspire and guide effort. No child should be forced to enter this group.

Rest Routine

The children are directed individually from the organized or free activity to get their mats. They are expected gradually to learn to lie reasonably quiet and without talking. Quiet music may be played.

Dinner Routine

The children are directed individually from their rest to the dining room. The teacher arranges the seating. The food is served from a central table to which the children go for their servings. Servings are small and the children may return for more. A maximum time limit is set when all must leave the dining room. Each proceeds more or less at his own rate. Conversation is controlled.

Sleeping Routine

As the children finish dinner they proceed to the toilet and thence to the sleeping room. They are expected to settle down without play and to lie quietly. The majority of the group will sleep. A teacher is present throughout the period.

Toilet, Cloakroom, Nourishment, Play, Dismissal

The children put on their shoes and are directed individually to the washroom, then to the cloakroom. A story period may be introduced while the children are waiting to be called for, or selected toys may be used, either indoors or outside.

CONTENT OF THE PROGRAMME

All the aspects of elementary education are present in the Junior Kindergarten, interwoven unobtrusively in the routine and play programme as real experience in specific situations.

The Junior Kindergarten lays the foundation of experience upon which future instruction will be based.

The teacher's role is to arrange each situation so that the child is constantly living and learning, and in so doing is beginning to develop attitudes of interest, initiative, attention, effort and responsibility, as the prerequisites of future school learning.

The following description of content is, therefore, only suggestive of how the various subjects of elementary education form a natural and integral part of a well-arranged Junior Kindergarten programme.

Actually, these subjects cannot be separated in practice one from another. Each situation contributes to many aspects of the child's learning, and the entire programme forms one unified whole.

HEALTH, SAFETY AND PHYSICAL DEVELOPMENT

Health

In the routine programme of the child's day, procedures are built up to stimulate interest and lead to achievement. The routines specifically introduced are: physical well-being (regular daily inspection), washing, elimination, dressing, eating, drinking and rest. They are presented as regular necessary requirements to be accepted and carried out in a business-like manner, and with enjoyment. His own personal routine habits are the first responsibilities which the young child learns to assume. Pictures, stories and songs of daily life, emphasizing health activities, are also valuable because they reflect the child's personal life to him.

Safety

The child receives his first introduction to safety requirements in outdoor play. Here there are certain rules regarding the use of equipment involving hazard which he must meet if he wishes to use the equipment. These regulations concern his own and others' safety. The reasons are repeatedly explained to him and the proper use of equipment demonstrated (sitting, not standing, on swings, etc.).

Certain specific safety situations may be introduced in story and dramatic play (e.g., stop and go lights; speeding on locomotor toys).

The need for considering and helping the smaller children affords the older children opportunity to give attention to safety practices in moving about. Supervision in the use of all tools (e.g., scissors) develops careful, in place of careless, habits.

Physical Development

Much of the Junior Kindergarten programme is directed toward developing general bodily control and co-ordination. A beginning only is made in the practice of specific skills, and this practice must proceed slowly and according to individual rates, if the child is not to be over-taxed in an attempt to control his bodily movements.

For outdoor, self-directed activity, equipment is chosen which involves action of the whole body and develops abilities such as: climbing, balancing, and rhythmic movement. Adjustment to height, muscular strength, co-ordination, and precision of movement are likewise factors which enter into any situation.

For indoor, self-directed activity, equipment is chosen to develop manual dexterity, eye-hand co-ordination, etc., and certain special skills. In self-directed play, the child works at his own standard so that he is not taxed beyond his physical capacity.

Directed play is planned to emphasize a special skill or combination of skills.

Routine procedures are planned to increase physical control and efficiency in purposeful action.

The rest period provides a regular time for learning how to relax physically. Suggestion, rather than insistence, is necessary in this routine, as conscious effort may result in tenseness.

Outdoor strenuous play alternated with indoor quiet play gives experience in the balance of energy output.

ENGLISH

Oral Expression

Through the natural conversation necessary to the day's programme, the young child comes to understand the use of language as a medium of expression. Natural conversation will centre largely around present events (the routines, play activities), and at opportune times the child may be encouraged informally to talk about familiar experiences, e.g., his possessions and activities at home. A young child must never be made to feel that he is being forced to speak, but rather should be led naturally toward the need of speech.

During the organized group period, five to ten minutes of informally initiated conversation may be stimulated periodically. Topics may be introduced which centre around personal activities such as the following: demonstration and discussion of work; current events (a parade, the zoo, a baby at home, etc.). Group conversation at this age soon becomes irrelevant if not guided by adult suggestion. It is necessary to control the group by personally addressing the children, as all are inclined to talk rather than listen.

Preparation for Reading

Picture books are a part of the children's regular play equipment, and the child should have free access to books during play periods. Special times for looking at books may be introduced at interim periods between routines (tidying up period, waiting to go home, etc.). In this activity the purpose is to develop an active interest in books as a preparation for reading.

Story Period

During this period the children may be led gradually to an enjoyment of stories, an appreciation of characters and colourful descriptions, and to a greater awareness of words and language as a medium of expression. During the year there should be continued advancement in the type of story presented, and in the form of the activity involved. Stories, whether read or told, should not exceed ten minutes in length and should deal with children, animals and familiar objects. Descriptions should be

limited to colourful words and phrases. The main plot of the story is of secondary importance, and should consist of a simple sequence of events divided into unit episodes. Short direct sentences are used by the narrator. Repetition and refrain are freely employed. While simple and natural the language of the story is never childish, but constitutes a chief source from which the children from time to time derive new words and phrases.

The story period may be varied as follows:

The story may be told by the teacher in a conversational rather than in an overly dramatic tone accompanied by pictures or gestures.

With the aid of pictures or gestures the teacher who has sufficiently familiarized herself with the content to maintain personal contact with the children may read the story from one of the library books reserved exclusively for the period.

The children may use blocks, plasticine, pencil or paint, to represent the story.

The children may act the story with or without speech while it is being told.

The children may be guided in contributing in turn to a story which they have heard or occasionally to an original story, provided the teacher directs the course of the story by suggestions.

Verse Speaking

Verses may be read or repeated for a few minutes during the story period. They may be related to activities or events of the moment and should contain but a single theme or idea involving action, rather than description, and told in direct expressive language and simple marked rhythm.

SOCIAL STUDIES AND CITIZENSHIP

Daily Routine

Learning in the social field is largely achieved through personal experience. The whole programme of the Junior Kindergarten is designed to give the child initial experience in group living

and to acquaint him with his role as a member of a group. He is expected to take his turn in and to meet the requirements of a common routine programme; to do certain things at certain times and according to the standards of his group (washing, eating, etc.). At the same time his individuality as a member of the group is maintained through his possession of certain allotments (cupboards, etc.).

Nevertheless at the age of three the child's social aptitudes are limited. While he can learn to follow the pattern of a simple group, that of a closely knit organization would prove too difficult. Hence each child proceeds individually from one routine to another. Organized group periods are short and infrequent. In these groups (music, story and dinner periods) the child learns gradually to fit into a group activity and to appreciate the achievements of others. When a child refuses to co-operate in accepting the routine requirement of the group he may be isolated for a short time until he is prepared to meet these simple obligations. If no special room is available for isolation he may be removed to another section of the classroom or seated by himself at a table. In all cases of removal, however, he should be given something to do. Such treatment teaches him quickly and easily the need to adjust himself to the procedure of the group if he wishes to participate in the group activity. Routine is a business requiring attention and effort. Should the child by play or distracting conversation disrupt the group routine he may be required to finish the routine by himself, so that he may learn to control his social contacts in a particular situation according to accepted procedure.

Stories

Stories about children help the three-year-old to realize that the lives and feelings of other children are similar to those of his own. Stories which deal with familiar events (eating, dressing, etc.) are not only interesting, but help the child better to understand his own social experiences.

Free and Dramatic Play

The child's first interest in other children is expressed in watching. He should be left free to make his own first contacts.

Before he can co-operate he must learn to share common possessions in play and to respect the work of others, not to take other children's toys, and not to interfere with or destroy their efforts. He thus develops an understanding of the rights of others. Ability to co-operate successfully grows by slow stages. At first the child can play easily with only one other child, then with two and then with three or four. The organization of free groups continues to be sporadic and fluctuating. It is not the role of the adult to attempt organization but rather to control unacceptable social actions, to step in when social difficulties arise and to aid in their solution. Because of the social immaturity of children of this age, continuous supervision of social play is necessary. A suggestion only may be required from the teacher. However, if the child is not behaving acceptably (hitting, taking toys, destroying the efforts of others) he should be removed to play by himself in order that he may learn that such behaviour precludes the enjoyment of participation.

In self-directed play the children are afforded opportunity of dramatizing their own real experiences and in the dramatic play of the story or music hour the experiences of others. The child should act in accordance with his own natural interpretations. Organization will be informal and spontaneous. Direction should be casual. Sociability engendered through participation in free and dramatic play becomes attached to a certain extent to the experiences which are being portrayed.

NATURAL SCIENCE

Awareness of and interest in natural phenomena may be created by utilizing any opportunity to watch and examine flowers, insects, etc., particularly during outdoor play. The child's attention is drawn to rain, wind, snow and other weather conditions at the times of their occurrence. Real stories of the lives of familiar animals are informative and as interesting to the child as fanciful ones.

Aquaria and pets may be brought into the classroom from time to time to be watched, cared for and talked about for a few days as short special interests. However, since the child's

interest soon dissipates no continued responsibility for care is to be expected.

Calls of animals and birds may be imitated. Natural phenomena may be dramatized in the song and story hours and represented in his paintings and constructive activities. In directed play a project may be built up involving natural objects such as birds nesting. Special enterprises may be introduced such as planting a garden or feeding birds in the winter. In such activities the children will require constant direction and suggestion, since a great deal of responsibility cannot be expected of them.

ARITHMETIC

Arithmetic is the study that helps us to think more exactly about things. The thinking of a three-year-old is largely confined to the thing at hand. Only momentarily and with difficulty can he hold more than one idea in mind at a time. Any comparisons which he may make are necessarily vague and are entirely confined to relations of difference.

He enters Junior Kindergarten with ability to distinguish between one and more than one and to use the corresponding terms "a" and "the", "some" and "a lot of". During the year he gains a more definite appreciation of aggregate and his vocabulary is enriched by the addition of one, two (vaguely), more, most, not many, not as many as, not very many.

The early three-year-old classifies his world into things big and little and so exhibits a dawning appreciation of space as quantity. His subsequent use during the year of biggest, littlest, bigger than, littler than, most, more than, not as much as, indicates an increasing power to hold two ideas in mind at a time, and to effect comparisons of difference between them.

A growing appreciation during the year of force as quantity is shown by a more frequent and more varied use of the term "hard to" and later "easy to" lift, move, turn, push, etc.

The Junior Kindergarten child lives in a timeless world. The various routines tend, as it were, to drive stakes in the stream of time (toilet-time, lunch-time, bed-time, etc.) which

later will help him to realize the flow of the minutes and to judge the speed of their current. During the latter half of the session he displays a dawning ability to relate variable occasions to such fixed occasions by means of the ideas before and after as "I wash my hands before dinner" . . . "I wash my hands after toilet".

Needless to say the mathematical ideas outlined above are not to be formally taught. Rather the child grows into them. His ordinary experiences in the home and in the school afford adequate stimuli for his mental development along these lines. There exists no need for the provision of special learning situations. The chief concern of the teacher is to see that newly-born ideas are properly clothed with language.

MUSIC

Music is introduced as an organized period to encourage attention and effort, and to afford equal opportunity to all children. The content of the programme should be varied and should make ample provision for physical action. At first the period is brief and all aspects very simple. When a new step is being introduced in one aspect, all other aspects should be kept relatively simple. For example, if the melody becomes more difficult, the rhythm continues simple. The teacher enters into the activity, guiding initiative and encouraging contribution, but never forcing participation.

Listening

The approach to music in Junior Kindergarten is first through listening, then through participation. Songs, simple folk tunes or other music for listening should come before singing or rhythm, and should be introduced casually during rest periods as well as with music groups. The child gradually becomes aware of differences in rhythm, pitch and mood, and so builds up a background of aural experiences.

Singing

Progress in singing is gradual. Children frequently neither sing in time with the music nor on key for many months. Teach-

ing should emphasize enjoyment, participation and effort, rather than skill. Practice and formal teaching are to be avoided.

In teaching a new song the story or idea may be briefly talked about and the words of the first verse repeated. The music is then played. Following this brief introduction the verse will be sung once or twice, the children following the teacher. A second verse will be undertaken in much the same way. On a subsequent day the children will be reminded of the new song and it will be sung immediately. Additional verses will then be introduced. Thus the children learn the song through understanding the idea and following the teacher, who must sing in such a manner that the children will be prompted to make effort rather than merely to enjoy entertainment.

Songs should deal with familiar characters (the postman, the engineer, Santa Claus), familiar things (the train, the clock, the boat), or familiar animals and natural phenomena (the chickadee, the rain), and should constitute a single story theme involving action rather than description, each verse of which is a distinct unit. Sentences should be short and naturally phrased and contain frequent repetition or refrain. They may be presented as simple songs without action, with group action, with individual action with one or two parts, or as ring games. The music should be from eight to sixteen bars in length and should consist of a tuneful melody, ranging between Middle C and Upper C, with simple intervals and emphasized rhythm.

Rhythms

Ability to keep time develops slowly and gradually. All the children should be afforded equal opportunity. Encouragement is given for effort rather than for success, though a child may be complimented when he performs his rhythm accurately. Repeated practice and formal instruction are to be avoided.

Rhythmic activities are based upon the dramatization of ideas (elephants, soldiers, birds) during which the child moves to music, walking, hopping on two feet, galloping, skating, flying, etc. They may be presented as free rhythm in which the child moves according to his own interpretation of the music, or as directed rhythm in which he follows the suggestions made by the teacher. The accompanying music should be short, not

more than eight bars in length, with an emphasized rhythm, and the number of beats unchanged.

Rhythm Band

Instruments are introduced only after the children in a group have had considerable experience in singing and rhythm. The introductory periods are short and infrequent, five to ten minutes in length and not more than twice a week. The instruments are first given out in the general circle where each child can have a trial, and later in band formation. All the children should be afforded equal opportunity in this activity regardless of their skill. Little instruction is given except in the holding of instruments and in listening to the music. Encouragement and appreciation of effort are necessary.

The sticks alone are used during the preliminary learning stages and later are gradually supplemented by tom-toms, drums, cymbals, bells with tongues removed, and jingling bells. The activity in band formation may be presented either as part of a dramatized song or as an accompaniment to group action. The character of the music is the same as that in the rhythms, beginning with single time, and later introducing double time.

During the greater part of the year the children are concerned with keeping simple time to music. However, during the final term a beginning may be made in varying time, e.g., the double beat, and the holding beat. A beginning may also be made in using different instruments for assigned parts, e.g., the bells in the final line of "Bells High in the Steeple" or the drums in "This is How the Big Tall Indian".

ARTS AND CRAFTS

In Junior Kindergarten art and craft begin with awareness, continue through appreciation and culminate in the thoughtful use of materials according to their shape, size, texture, colour and weight.

Self-Directed Play

Through the free choice, but purposeful use of materials, spontaneous interest and constructive effort are developed as

a foundation for good work habits and creative endeavour. In the early stages the child's artistic activity is confined to manipulation, and his enjoyment is found in doing rather than in end results. The teacher, however, will expect purposeful activity as opposed to meaningless play, and will guide the children individually toward this end. Planned effort toward a predetermined goal will appear gradually as the children discover the possibilities of materials and become more expert in dealing with them.

Directed Play

In small, infrequent, directed groups the child will acquire new skills and learn new uses of materials. The group is directed by suggestion and demonstration rather than by formal instruction. The directed play may take the form of individual projects or a group enterprise in which a theme, such as illustrating a story or representing a kitchen, is developed with any material or combination of materials.

Materials and Activities

Educational toys (pegboards, puzzles, etc.) give experience in purposeful construction and lead the child to become aware of qualities such as shape, size, colour, texture and weight through sorting, filling, taking apart, balancing and combining.

Constructive material (building blocks, etc.) is used progressively from simple piling to the building of balanced structures which may or may not have realistic meaning. The combination of blocks with other toys will incite the child to attempt more realistic construction.

Plastic material (plasticine) requires a considerable period of manipulative play, pulling apart, squeezing, rolling, etc.) before attempt is made to create objects. A too-early emphasis on making things will curtail effort. Realistic production is gradually introduced in directed groups.

Painting with poster paint and large brushes begins and continues for some weeks with the making of mere washes followed by free design in which a crude symmetry of colour and form (lines, dots and blotches) gradually appears. The child is

as likely to express dramatic action such as the wind blowing as to represent an object in his early attempts. Since the young child has little ability to reproduce what he sees he should not be asked to copy.

Sand is entirely used at first as a material for manipulation such as filling, digging, piling, etc. Later it becomes a medium for dramatizing ideas such as houses, roads, etc.

Stringing beads on shoelaces and chains of straws and paper discs is largely a means of developing skill and appreciation. Little is to be expected in the way of colour or form patterns.

Sewing on paper remains largely on the level of practice in the motor skill. Its use in construction, such as the simple running stitch along a line to serve as a draw string or for decorative purposes, may be demonstrated and practised in a directed group, especially in connection with a project.

Cutting begins as mere manipulative activity and in this stage paper is cut into small pieces. Later the child will become interested in the shapes which he cuts. Since, however, the three-year-old is seldom able to cut efficiently along a line, the art rarely reaches a realistic level. It is largely confined to such projects as clipping a newspaper to stuff a doll's pillow or a paper-bag ball, making paper shavings to represent hay or grass, cutting ribbons and fringes for brushes, brooms and fly chasers, cutting along a folded line to make tickets, stamps or strips for paper link-chains, and freehand cutting for pasting and construction.

Pasting in the first stage is entirely devoted to securing one piece of paper to another. For this purpose large sheets of newsprint and coloured paper cut into various shapes may be utilized. The results of such pasting will be without design. Gradually paper shapes will occasionally be placed to carry out ideas. Realistic cut-outs may be introduced periodically to incite the child to more purposeful activity. Even then the resulting arrangement will be more or less haphazard.

Cutting and pasting will follow the mastery of the first stages of these two arts. Simple projects will be undertaken such as pasting on a paper background free cuttings of red and

yellow autumn leaves, pasting in a pile for winter coal free cuttings of black paper, cutting pictures out of magazines for a scrap-book, cutting jars of red berries and yellow pears and pasting them along a black paper pantry-shelf previously secured to a sheet of newsprint.

PROGRAMME FOR SENIOR KINDERGARTEN CLASSES

The day in the Senior Kindergarten is divided into routine and play periods. The objects of the routine periods are the establishment of effective personal and social habits, and the further inculcation of attitudes of acceptance, co-operation and responsibility begun in Junior Kindergarten. The play periods have for their purpose the development of physical and social skills, the turning away of the child's interest from himself to the people and things around him, and the building up of his personality through engagement in expressive activities. The play periods are more highly organized and more specifically planned than in the Junior Kindergarten, but are still largely informal. They should be designed to meet a social need and to satisfy the interest of the pupil at his age level. For this reason they are usually built around some "theme" or "centres of interest" discovered from time to time in his surroundings, such as: the market, the toy shop, the doll's house, the street car, the train, the pet dog, the circus, etc. They may likewise have as a nucleus of inspiration some story that has been told or read or some little poem that has been memorized.

TYPICAL FULL-DAY PROGRAMME

8.45 - 9.15	Inspection; Cloakroom Routine; Self-Directed Occupation.
9.15— 9.20	Replacement of Materials.
9.20— 9.40	Organized Large Group.
9.40 -10.00	Games and Rhythms (outdoor when possible).
10.00—10.15	Washroom Routine.
10.15—10.30	Luncheon Routine.
10.30—10.45	Rest Routine.
10.45—11.00	Directed Small Groups.
11.00—11.30	Handwork.
11.30—12.00	Directed Small Groups.
12.00—12.40	Washroom Routine; Dinner Routine.

- 12.40— 2.00 Sleeping Routine.
- 2.00 — 2.30 Games and Rhythms (outdoor when possible).
- 2.30 — 2.45 Organized Large Group or Directed Small Groups.
- 2.45— 3.15 Self-Directed Play.
- 3.15— 3.20 Replacement of Material.
- 3.20— 3.30 Dismissal Routine.

TYPICAL MORNING PROGRAMME

- 8.45— 9.15 Inspection; Cloakroom Routine; Self-Directed Occupation.
- 9.15 — 9.20 Replacement of Material.
- 9.20— 9.40 Organized Large Group.
- 9.40—10.00 Games and Rhythms (outdoor when possible).
- 10.00—10.15 Washroom Routine.
- 10.15—10.30 Luncheon Routine.
- 10.30—10.45 Rest Routine.
- 10.45—11.00 Directed Small Groups.
- 11.00—11.30 Handwork.
- 11.30—11.45 Directed Small Groups.
- 11.45—12.00 Dismissal Routine.

TYPICAL AFTERNOON PROGRAMME

- 1.15— 1.45 Inspection; Cloakroom Routine; Self-Directed Occupation.
- 1.45— 2.10 Organized Large Group.
- 2.10— 2.20 Toilet Routine.
- 2.20— 2.40 Rhythms and Games (outdoor when possible).
- 2.40— 2.50 Rest Routine.
- 2.50— 3.20 Handwork.
- 3.20— 3.30 Dismissal Routine.

EXPLANATION OF THE PROGRAMME

Reception

This period is substantially the same as that outlined for Junior Kindergarten. The teacher will find it advantageous to be at school somewhat before regulation time in order that early arrivals may be properly received.

Self-Directed Occupation

As each child in turn is received, inspected and made ready for the schoolroom, he is permitted to choose and carry on his own play activity without interference by the teacher, provided he is not disturbing the group. A limited supply of equipment and material (blocks, puzzles, toys, etc.) should be placed within easy reach. With these the child is expected to play constructively. If he has not attended Junior Kindergarten he may at first stand in need of suggestions from the teacher. At the termination of the period, the child replaces all materials he has been using and cleans up, with as little confusion as possible.

Organized Large Group

The complete Kindergarten is gathered together as a unit arranged on chairs in a circle or seated on the floor in a group. The programme is arranged by the teacher who allows as much time and freedom as possible for discussion and conversation. Greetings are given, a simple prayer is repeated, and short tuneful songs are sung and taught. Usually the songs are chosen to correlate with "the centre of interest" or "theme" which is being developed. Conversation and discussion are then directed to items of news, the development of projects or to topics related to health, safety and citizenship. Rhythmics and dramatics are freely introduced to further interest in the "theme" and to allow for physical movement.

Games and Rhythm (outdoor and indoor)

There should be an even balance between directed and spontaneous rhythmic movements. Plenty of space is required to permit freedom of physical response. This period has for its purpose not only the development of manipulative and creative skills through the handling of material but likewise the development of social skills and self-control through the children's working and playing together.

Washroom Routine

Washroom routine should be carried on in an orderly manner and not regarded as a recess. It consists of toilet, washing of hands and drying with a paper towel, and partaking of a drink

from the bubbler or from paper cups. Following rhythmic activities, the children may choose picture books and sit separately on the floor to look at them. From here they are directed to toilet in small groups whose size will vary according to the provision of toilet facilities.

Luncheon

The children will undertake certain responsibilities such as the placing of glasses, in connection with the luncheon period activity. During the repast, attention should be given by way of suggestion, rather than direction, to the inculcation of proper habits of behaviour at the table.

Rest

The children select their mats by means of the distinguishing insignia attached, and place them in predetermined locations on the floor. The room should be darkened, all draughts eliminated and all disturbances quieted. While many will drop off into short naps, the chief educational purpose of the period is to afford training in the art of utter relaxation.

Directed Small Groups

Picture reading, story period, library period, speech training and rhythm band should each be included in the programme at least once during the week.

Picture reading may be conducted in one large group or in smaller rotating groups, while the remainder of the class are engaged in free picture-book study. A large interesting picture should be chosen and pinned to the screen for observation and oral expression. In smaller groups the story contained in a picture book from the library may be developed.

The story may be either told or read to a group comprising not more than half a two-teacher class. Dramatic interpretation by the children is encouraged.

During the library period the children may choose picture books. All sit on the floor or at the tables to study them. The teacher moves from child to child to help each interpret the story, or she takes a small group to the library nook from time to time for a more intensive study of one book.

In the speech training period, verses and simple rhymes are repeated to develop clear articulation and a sense of rhythm. The class is usually taken as a whole except in case of small groups which stand in need of special treatment.

If the children have not attended Junior Kindergarten, the procedure outlined for the rhythm band period, in the programme for that group, should be followed for the first three months or until the children are able to play in band formation. Subsequently small rotating groups may perform with the remainder of the class as an audience or may serve as accompanists during song or rhythm periods.

Hand Work

Children who have not attended Junior Kindergarten will at first find their chief pleasure in manipulation and should pursue the Junior programme as an introductory course.

Dismissal

During this period it is of the utmost importance that the children should experience no feelings of urgency and haste, but should leave the school serene and unexcited. At no hour of the day is it so necessary that the programme be well planned and carefully supervised and executed.

CONTENT OF THE PROGRAMME

It is to be expected that for a number of years to come many children will enter Senior Kindergarten who have not enjoyed the advantage of attending Junior Kindergarten. Children who begin school at four years of age are likely to be quite as individualistic in their behaviour and nearly as devoid of manipulative skill and purposeful endeavour as those who enter at three. They will be fortunate indeed if they have not acquired attitudes and habits which will stand in need of certain modification. For such children it is advised that the programme for Junior Kindergarten be followed in condensed fashion during the greater portion of the autumn term. Being a year older mentally, they may be expected to respond to experiences much more rapidly than younger children. In the programme which follows, this situation has been taken into account. It is presupposed that the children have either attended Junior Kinder-

garten the previous year or that the teacher has for several months been following an abbreviated Junior Kindergarten course.

HEALTH, SAFETY AND PHYSICAL DEVELOPMENT

Habits of health can best be established by means of the daily routines—arrival, dismissal, washroom, toilet, luncheon and rest; habits of safety during indoor and outdoor play periods and through excursions. An intelligent interest in health and safety may be developed during various phases of the teaching programme—membership in the Junior Red Cross, conversation and discussion periods, songs, stories and dramatics.

The following habits should be established in school: removing extra clothing for stay indoors; washing hands after toilet and before eating; blowing nose properly and disposing of paper tissue; covering mouth and nose while sneezing or coughing; keeping fingers, pencils, crayons and other objects out of mouth, nose and ears; breathing through nose; relaxing during rest periods; playing indoors and outdoors safely; crossing streets safely; obeying traffic signals.

The following practices depend upon the co-operation of the home, but should be encouraged through the school programme and by conference with parents: going to bed at seven; sleeping with the windows open; eating proper foods; drinking four glasses of milk daily; drinking six glasses of water daily; bathing at least twice a week; brushing teeth at least morning and night; keeping face, hands, hair, body and clothes clean and tidy.

ENGLISH

English, considered either as a phase of development or as a form of instruction, might well carry the artillery-man's motto, "ubique". Like personality training, and second only to it in importance, English pervades the entire programme and enters into its every activity. In certain periods it may constitute the dominant centre of interest, but in no period may it be altogether neglected. Since because of its ubiquity it makes continuous demands upon the teacher's attention, there would seem to be an advantage in considering the subject from the viewpoint of

general method and purpose, rather than from the viewpoint of special periods.

Willingness to Talk

Willingness to talk is a sign of effective social adjustment. Shy individuals talk freely to friends, but are silent in the presence of strangers; those whose nature is repressed remain quiet between intervals of explosive utterance. Conversation is not only an indication of successful social adjustment but is likewise the chief means of bringing about that happy state. Since one of the main purposes of the kindergarten is the socialization of the child, conversation is one of its most important instruments.

Willingness to converse can never be brought about by forcing or coaxing the child to talk. His lips are usually opened either as the result of contagion, caught in a well-conducted morning circle or as the brimming over of special interests, which the teacher has skilfully stimulated. "And what did Santa Claus bring you, Mary?" asks the teacher after several have told about their gifts. "Will you show Jane your book and tell her about little Black Sambo" says the teacher during floor-reading period. Dramatization periods teach the child to take his part and aid him in his first attempts by supplying ready-made conversation.

Willingness to Listen

Among adults, willingness to listen to one's social equal or inferior, is said to be the supreme test of social efficiency. The spontaneous exercise of such a high art is not to be expected of four-year-olds. The teacher, however, can make a beginning by frowning upon the impulse to speak out of turn and never permitting a conversational melee. Interruptions should be discouraged. Questions may be addressed to the group, but are directed to the individual. The impulsive talker is calmed. The dramatization period helps to shape a social pattern of speaking in turn and of not speaking out of turn. In verse-speaking and story-telling the children are conditioned to transfer their willingness to listen to the teacher, to a willingness to listen to the pupil. A critical audience situation comes into operation. Every child in the group knows what the speaker should say and listens in more or less critical anticipation.

Construction

Language is largely a product of imitation. Since in the school the teacher sets the style she should be careful always to employ short, straightforward, natural sentences. She must avoid becoming herself the imitator, more particularly in the use of baby talk and of rambling discourse, linked with "ands".

The sentence-speaking pattern of expression may be established by semi-repetitive answers around the circle, e.g., "My name is Mary", "My name is John"—"I had porridge, milk and toast for breakfast", "I had cornflakes, milk and an egg for breakfast," etc. The child should be made to feel a sense of accomplishment in making such a reply as "Yes, Miss Jones, I did drink my milk to-day." The picture-study period affords a splendid opportunity of inducing the child to expand word conversation to sentence conversation—"The little girl has lost her hat. The wind is blowing it down the street. The boy is running after it."

Faulty English and faulty pronunciation should be corrected after the child has finished his story. The teacher gives the correct form and the child repeats. Opportunity should be taken during the remainder of the day and during the following days to have him repeat the same or similar sentences, using the correct form.

Vocabulary

The vocabulary, as well as the construction of the teacher's language, should be one step ahead of that of the pupil. Talking down to the child not only arouses his resentment, but likewise deprives him of his normal source of acquiring vocabulary. New words are casually introduced by way of conversation and made meaningful by timely use and explanation. After learning its meaning and pronunciation the children like to play with a new word, e.g., "Tommy is healthy". "The flower is healthy". "Milk is a healthy drink". "Fresh air is healthy", etc.

Speech Production

Good expression in speech like good form in golf is a matter of controlled freedom. The emotional element is neither suppressed nor allowed to run riot. At the four-year level, expression, like construction, is largely the product of unconscious

imitation, the speech of the teacher herself furnishing the principal model. Indeed, there exists a subtle relationship between expression and construction, inasmuch as both improve with a gain in self-control, and both deteriorate with a loss. Since the development of self-control and social participation are two of the chief aims of the kindergarten and, since speech control is not only a sign of self-control, but also a means of bringing it about, the teacher, to be efficient, must maintain poise in all conversational dealings with her pupils, speaking always in a voice which is pleasant and natural.

Exercise as well as absorption is a necessary condition to the achievement of good expression. Dramatics, verse-speaking, and the retelling of stories afford opportunities for practice. While the child inevitably tends to reproduce the expression portrayed in the original version, care should be exercised that he does not merely imitate sounds, but that he understands and responds to the meaning of the situation. For such a purpose dramatic presentation is superior to recitation.

In a child of four, efficient articulation is no more to be expected than efficient skill in handwork. The musculature concerned with either activity is as yet immature. Further physical growth as well as properly directed exercise is required to ensure requisite co-ordination. Moreover the training to be provided is much the same in both instances—exercises in manipulation, practice in production, and correction of faulty movements.

Exercises in manipulation are compactly set forth in *Training Handicapped Children*, pp. 272-79. The relaxation exercises may be practised before rest period. The tongue, jaw and lip-exercises may be modified and adapted to suit the children, and presented as games, e.g.

“Tongue top, lie low,
Round, round, round you go”.

The kindergarten exercises (p. 275) and the long-vowel drills (p. 278) require no adjusting.

Production may be practised, using selections from the speech exercises (pp. 279-307) or substitutions where suitable exercises

for kindergarten use are not provided. Practice periods for both manipulation and production should be brief and should include the entire group of children.

Among Senior Kindergarten children, speech correction is less a matter of rectifying faulty habits, than of helping the children to complete successfully their normal trial-and-error attempts to produce sounds. Usually the child has stalled in his effort to discover the exact position in which his tongue should be placed. He is willing to try again, provided the incident is treated in the same way as if he had lost his cap. If he cannot follow the movements of the teacher's tongue when she demonstrates the production of a sound he is glad to submit to her help in the placing of his tongue with a spatula or pencil, and is delighted to discover that in learning to hiss like a snake he has likewise learned to pronounce without a lisp the name of that creature. If the teacher is unable to analyze her own procedures in making sounds she should familiarize herself with some book on the mechanics of speech. A practical outline of methods of correction is given in *Training Handicapped Children* (pp. 264-272). Training in speech correction can best be effected with a small group, all of whom stand in need of some form of attention.

Appreciation

It is not too early an age to initiate in the children an attitude of love and respect for books. To this end the library nook should be partly screened and furnished in such a way with tables, chairs and shelves as to give it an atmosphere all its own. It should be visited by rotating groups during special library periods, and as a special privilege during play and leisure periods. At the first of the year the books on the library shelves should be few in number, easy to handle and constructed of durable stock. As the children's interest widens, and as they learn to handle books with greater care, more and better books may be added, those having seasonal interest to remain for a few weeks, those having enduring interest to remain permanently. During the library period the teacher will help with the connected interpretation of a series of pictures, in one book, with the whole group, or from several books with individuals. Opportunity will

likewise be afforded one child to "show" his book to another child, but not at this stage of development to the group as a whole.

Stories should not only be presented in well-chosen language and with effective expression but should themselves possess artistic merit. The tale should set forth clearly, unmistakably and vividly to its chosen audience that which it purposes to tell. The teacher might well take as a model the general make-up of those child stories which have survived the test of time—two, three or, at most, four characters, each of which is distinctly different from the others; a series of approximately three dramatic incidents containing a common repetitive element and leading to a definite climax. She should avoid the gossip type of story which depends for its effect on an ultra-emotional presentation, but which leaves the child not only unduly excited, but also mentally confused by its frenzied flow of uneventful happenings.

The speaking of nursery rhymes forms a basis for poetic appreciation. Children repeat such a verse as "See, Saw, Margery Daw" for sheer love of its word music. The nursery rhyme, Mother Goose jingle, song words, or memory gem selected should, like the story, possess literary merit. The rhythm should be simple, decided, regular and in keeping with the content, which should itself be set forth in straightforward uninvolved fashion. The learning is usually accomplished by reading two- and four-line verses several times to the children, dwelling on the strategic parts until they are able to repeat from memory, at first in unison, later individually. No child, however, should feel compelled either to memorize or repeat and so become negatively conditioned toward poetry.

The rhythmic plays and the interpretations of the rhythm period are the first steps toward dramatization. Free from the burden of words the children's natural gestures form a moving-picture of the story. Nursery rhymes and stories are especially suitable for use in introducing literary dramatics since the dialogue is ready-made. Words at first should be few, but sufficiently significant to be memorable. The entire organization and dialogue of the play may be prearranged in a discussion group, or in plays concerning school and home incidents; part of the dialogue at least may be the spontaneous expression of

the actor. Every play should contain some part which will permit large groups to participate, even if only as pickets of a fence, flowers in a garden, etc.

SOCIAL STUDIES AND CITIZENSHIP

The child of four who has spent a year in Junior Kindergarten has made marked advances over the child of three, in the field of social adaptation. He should have made a good adjustment to school and begun to feel at home there. He prefers to play in a group of two or three children. For the most part this play is parallel rather than co-operative, though he does display some ability to work with others. However, when so engaged he is likely to be bossy, assigning his companion to an inferior role. He has been conditioned to the idea of taking turns and may frequently suggest such a procedure. The socialization, however, which he has undergone has expanded rather than supplanted his individualism. He is more adventurous, tends to go out of bounds, to run into the corridor, to bound ahead when out walking, to resent being held by the hand when crossing a street. He begins to find inordinate satisfaction in attracting attention to himself and to his exploits, and will often be silly in his play or do things wrong to be funny, and so become the centre of attention. The teacher will find it necessary to steel herself against his wiles, to frown upon attempts at showing off, and to lead him to find satisfaction in the objective merits of his accomplishments.

If the entrant has not enjoyed the advantage of attending Junior Kindergarten, his training in social skills, habits and attitudes will begin on the junior, rather than on the senior level.

Daily Routine

The routines of the daily programme are intended to increase the child's reliance on himself. He is taught and expected to assume greater responsibility in the care of his belongings, in tidying up, in replacing materials and equipment with which he has finished, in conducting toilet activities and in dressing and undressing. Entering or leaving the schoolroom he will be a member of a semi-organized group rather than an individual. He learns to wait and take his turn automatically, and to refrain from interfering with the work of others. His conformity

to the few but necessary rules of the Kindergarten is brought about partly by repeated explanations of the reasons behind the rules, but more largely by the patient insistence and consistency of the teacher.

Self-Directed Activity

While social habits are inculcated chiefly by means of daily routines, social skills are more largely the product of free play activities. For this reason the teacher should not interfere unnecessarily with the process of natural consequences. She may explain to a child calmly, but not reproachfully, why he is not accepted by a group. She should, however, permit him to experience the isolation which his conduct has brought about before making such explanations, and should thereafter permit him, with perhaps some slight encouragement, to make his own re-approach.

The courtesies—"please", "thank you", "I am sorry", stepping aside, picking up articles, etc., should be developed both as habits and skills.

Stories and Dramatics

The development of desirable social attitudes is furthered by the telling of stories and the acting of dramatics, presenting acceptable behaviour patterns in such a way as to arouse the child's admiration. Simple stories of children who show kindness to other children and to animals, who are helpful and loyal to their parents, or who exhibit traits of personal bravery and endurance, are appropriate to this age level. Stories whose moral overshadows its interest, or those which deal with concepts of behaviour beyond the comprehension of the child, are to be avoided.

The morning-prayer, the song, the verse-speaking and the story-telling periods should all be concerned with the inculcation of a feeling of reverence for the Heavenly Father, and trust in His loving kindness. Building up in the child's mind a sense of security with respect to the home and the school is a futile procedure unless at the same time a beginning is made in establishing a confidence in the beneficent and righteous wisdom of an overseeing Providence, that will stand him in good stead when home and school shall be no more.

NATURAL SCIENCE

In keeping with the kindergarten child's awakening perceptions, the study of nature should be a reflection of his own everyday experiences. Parental care finds counterpart in the care of animals and birds for their young, the care of nature toward all living things. Sleeping and waking time the child knows, and so he interprets the drama of the long winter and the renewed springtime. His own need of food helps him to understand how the rain and sun and soil develop the seeds he has planted.

The study of nature in the kindergarten should make provision for the daily observation and care of living things. Plants which the children have rooted themselves, an aquarium they themselves have prepared, cocoons, seeds, and bulbs whose development the children have watched, all provide valuable and meaningful experience.

Short trips in the school yard and in the neighbourhood, during which the children may observe plant and animal life, are much to be desired. To be of most benefit the children should first be prepared for these new experiences through discussions, stories and pictures.

Supplementary material in the form of pictures, picture story books, stories and songs are also a valuable part of the kindergarten background in the study of natural science.

SUGGESTED SEASONAL ACTIVITIES

Autumn

During the time of harvest the children engage in making collections of fruits, vegetables, flowers and seeds, in visiting the market, and in planning a market project. While mother at home stores food for the winter and brings out warm clothing, the children observe the squirrels hiding nuts, the birds flying south, the coats of animals becoming thicker and the trees forming winter buds. While father at home prepares the garden and the house for winter, the children make collections of fallen leaves, plant bulbs and plan their care, bring cocoons to the schoolroom, observe plants asleep under the leaves, and animals making ready their winter homes.

Winter

The children observe snow and its uses, ice, frost, the moon and the stars. They find out about fuels, bring pets to school for short visits, and feed the winter birds.

Spring and Early Summer

While mother is busy in the house and father in the garden, the children observe the work of the sun, wind and rain, plant seeds in boxes, bring twigs and place them in water, observe trees leafing, butterflies emerging from cocoons and birds returning from the south, set up a bird house within sight of the window, examine an old nest, watch a new nest being built and the parent birds feeding their young, plant and care for flowers and vegetables in the school garden.

Properties of Matter

Throughout the year the teacher will take occasion to develop the child's ability to discriminate among sense impressions, and to name correctly certain of the more primary properties of matter which the senses reveal. This can best be accomplished by incidental teaching during the periods devoted to circle discussion, natural science, handwork and games where appreciation and names of the properties may be associated with usual occurrences—green grass, red dress, sour lemon, heavy chair, etc. The more formal methods of instruction employed in sense games are of use in checking the attainments of the children. They also give practice to those who exhibit confusion in the application of names or of certain properties, such as sour and sweet, which are rarely a matter of notice in the ordinary programme. Frequently the four-year-old becomes confused by being brought into contact with a multitude of colours and their names. It is suggested that the study of colour might well be limited to the three physiological pairs from which all the others are psychologically derived. The occasional colour-blind child, particularly if in the red-green category, should be discovered by the test of matching coloured yarns, and allowance subsequently made for his handicap.

The entrant to the class is usually familiar with the following properties, but not always certain in his employment of terminology:—wet, dry; hard, soft; cold, hot; rough, smooth; sour,

sweet; white, black. During the year he should learn to discriminate and correctly name: red, green; yellow, blue; heavy, light; slow, fast; loud, soft; high, low (pitch). In addition to incidental teaching, sense-training games should be employed to develop appreciation of the above named properties of matter, and the use of corresponding terms.

ARITHMETIC

Aggregate is the simplest form of quantity, and hence the first to submit to definite measurement. The measuring unit is one of the number of things—an apple in a basket of apples, a tree in a row of trees. The process of measurement is counting. Counting at first has little mathematical significance. It is largely a rhythmic vocal overflow accompanying repetitive action, and throughout the full kindergarten stage should not be divorced from some form of muscular activity. During initial attempts the chief concern of the teacher is to see that the links are securely fitted together. For this reason the sequence will be taught in groups and never by single numbers.

Sometime in mid-session the count “one, two, three”, may be introduced in connection with forward, backward or sideway movements in the circle conducted to waltz time. Later in the session the count will be extended another stanza, “one, two, three; four, five, six” in connection with forward and backward movements and other activities which may be reversed. These and the intermediate counts “one, two, three, four” and “one, two, three, four, five”, will then be associated with other movements such as clapping and stepping and with the actual counting of groups of pupils and objects.

From experiences with the paired members of his body and paired articles of clothing the child slowly gains a vague concept of the number “two”, usually preceded by the appearance of “both” in his vocabulary. He likewise becomes acquainted with the ordinals “first” and “last”.

At mental age four the child begins to conceive of one-dimension space as distinct from bulk. The “big” pencil early becomes a “long” pencil though the “short” pencil remains

"little" until the final school term. His vocabulary is enriched with long, longer than, longest, high, higher than, highest, tall, taller than, tallest, farther than, farthest, but rarely until another year with far.

A growing appreciation of force is indicated by his use of strong, stronger than, strongest, fast, faster than, and fastest.

During the session the child continues to drive new stakes in the stream of time. Day, night, morning and noon appear in the order named. To the Sunday of Junior Kindergarten is added Saturday, school-day, Winter, Summer, Christmas, New Year and perhaps one or two other special days. "Before" and "after" as used to relate variable occasions to fixed occasions attain a longer reach and a more definite grasp.

MUSIC

Listening

Selections for listening should be chosen for their melodic and rhythmic interest, for example: Lullaby (Brahms), Barcarolle (Offenbach), Minuet (Bach), Soldier's March (Schumann), Legend of the Bells (Planquette), Spring Song (Mendelssohn), Prayer from Hansel and Gretel (Humperdinck), Folk Tunes of varied rhythmical pattern.

Singing

The trial-and-error attempts of the children of the Junior Kindergarten to keep in tune and time will, in Senior Kindergarten, become more and more subject to control as musical patterns are built up in the minds of the pupils and corresponding muscular co-ordinations established. Though the range of endeavour is somewhat broadened in Senior Kindergarten the two courses are much the same as to content and purpose, better production rather than wider production being the chief desideratum.

Songs suitable for children of this age have a range within the limits of D above middle C and upper D. Intervals greater than thirds and fourths should be avoided. Half, quarter and eighth notes without slurred syllables or difficult combinations should be the rule. The length increases from songs of two lines

and eight bars in the first term to songs of four lines and sixteen bars in the final term. Tuneful rhythmic melodies and words of intrinsic value should characterize the songs selected. The melody should sing itself without piano accompaniment, and the words taken by themselves should form a worthwhile memory gem, the language being simple and understandable, but neither babyish nor vulgar.

Kindergarten songs fall into several types according to their purpose and place on the programme:

Finger-play—"Tommy Thumb."

Greetings and responses—"Good Morning to You", "Happy Birthday to You", "I thank You".

Devotional—"God is Love".

Nursery—"Baa, Baa".

Topical—"Postman, Postman, Bring a Letter".

Festival—"Noel".

Health and Safety—"Stop, Look, Listen", "I Brushed My Teeth To-day".

Pattern—"The Name of the Day is Monday".

The singing programme for the week will consist largely of old friends, with one or two new songs introduced to accord with the theme: hymn; greeting song; seasonal song; topical song dealing with the theme; health or safety song; singing game; incidental song to suit an occasion, and a good-bye song.

New songs are taught in a somewhat more formal manner than in the Junior Kindergarten. The following presentation typifies the method employed. Tell the story of the song in prose, and again using some song material. Sing the whole song. Sing the first line, the children repeating; then the second line, the children repeating; then both lines, the children repeating. Sing the song together three times. Return to the song later in morning, singing together once. Repeat at frequent intervals until the song is learned.

Exercises are provided to help those who sing in monotone or who otherwise exhibit uncertainty in production as for ex-

ample: In tone matching (on one note) the teacher may chant "Whose name is Mary?" and the child responds matching tone and pitch, "My name is Mary". The exercise is repeated in a different key. In ladder singing the teacher sings "What does pussy say?" (d r m f s) and the child responds, "Pussy says meow" (d r m f s), or the child may repeat after the teacher singing the scale by counting, "One, two, three, four, five" (d r m f s).

Rhythmics

The free rhythmics of the Junior Kindergarten are continued on the programme of the Senior Kindergarten. Excerpts from simply arranged classical music such as "Spring Song" (Mendelssohn) and "Waltzing Doll" (Poldini), or folk tunes such as "I Had a Little Nut Tree" and "Polly Put the Kettle On", are played on the piano or the gramophone. After a period of listening the child interprets the music according to his fancy and translates the mood or pattern into rhythmical expression.

Gradually, however, individual interpretation and expression give place to group interpretation and expression. In this the idea of the majority is accepted by the individual and the members of the group respond in unison, marching to "King of France" and "March" (Schumann), running to "Pussy Cat", walking to "Nuts in May" and "Amaryllis" (Air, Louis XIV), skipping to "Boys and Girls Come Out to Play", galloping to "Pop Goes the Weasel" and "Wild Rider" (Schumann), or rocking to "Lullaby" (Brahms).

During the last term, melody stepping and rhythmic patterns may be introduced. For example the child listens to the tune "Hot Cross Buns", then claps to it and later steps to the music. When the note values have been well established through this physical response a rhythmic pattern is developed:

"Hot cross buns—step, step, step, pause

Hot cross buns—step, step, step, pause

One a penny, two a penny—eight quick light steps to the right.

Hot cross buns"—step, step, step, pause.

Other patterns may be developed with such selections as "Polly Put the Kettle On", "I Had a Little Nut Tree", "Cock-a-

Doodle-Doo", Andante from Surprise Symphony (Haydn), Theme from Sonata in A (Mozart).

The Rhythm Band

The rhythm band programme of the Junior Kindergarten is followed for the first several weeks, more particularly in case the majority of the children have newly entered school. Gradually other instruments are added to the equipment.

The performing group may be arranged in a semicircle or in a straight line. Good posture should be emphasized. The instruments employed will vary according to the size of the performing group, and according to the selection being played. The audience group should be comfortably seated so that all can see and hear. Audience and performers should change places from period to period and every child should be afforded opportunity to play every instrument.

At Senior Kindergarten level the child is beginning to feel a sense of his responsibility within the group. Simple ensemble work may be introduced, and each member provided with experience in conducting the group. Emphasis should be placed on responding to each beat, to the accented beat and to the melody of the measure likewise, to changes in tempo and in intensity. Definite parts suitable to the various instruments employed may be assigned to different members.

ARTS AND CRAFTS

The art and craft activities of the Senior Kindergarten enlarge the child's appreciation and thoughtful use of colour, size, shape, weight and texture of materials which was begun in Junior Kindergarten. The children continue to derive enjoyment from mere manipulation, but show more and more interest in working toward a goal when the achievement of the goal is not long delayed. The groups work under more direction than in the Junior Kindergarten. Purpose and creativeness are fostered by relating the activities to the "theme".

Constructive Materials

The children continue as in Junior Kindergarten, building towers, houses, etc., with building blocks. Building sets of

fitting blocks which require some skill and some understanding of their possibilities and limitations come into use during the final term, the child first mastering the skill required to put them together and take them apart, before construction is attempted. Larger constructions with either type of blocks permit two or more children to work together.

Plastics

The programme begun in Junior Kindergarten is continued. Co-operative effort is encouraged by having the children bring together their creations at the close of the period, e.g., basket of fruit, eggs in a nest, shepherds on a hill. A recognition of the basic form will help toward more realistic modelling.

Cutting and Pasting

Simple geometric forms may be introduced at this level as bases for much of the cutting and pasting activity:

Circle—free cutting of apples, pumpkins, etc.

Large and small circles—joined to form cat, bunny, doll etc.

Squares and circles—combined to form cars, cart, etc.

Triangle from diagonally cut square—tent, tree, roof, sail-boat, etc.

Free cutting of toys, figures, birds, to be added to a class project such as a poster, doll house or room decoration.

Poster Making

Groups of objects made by the children are arranged against some suitable background, e.g., Jack-a-lanterns on a fence.

Paper Construction

Paper construction is largely a directed activity not to be undertaken until the New Year term, when the pupils will have attained the requisite mental age to understand the directions and the requisite skill to carry them out. Simple forms based on the sixteen-square fold such as a box, basket, wagon, dolls' furniture, house, barn, etc., and forms from the rolled cylinder such as airplanes, engines, lighthouses, may be constructed.

Painting and Drawing

The programme for Junior Kindergarten is continued, the children using poster paint and large brushes, or crayons. The child still has little ability to reproduce what he sees and should be allowed freedom to experiment with the various media.

Weaving

Weaving may be introduced during the New Year term. The teacher folds and cuts the first mat foundations and strips. During the final term the children undertake part or all of these responsibilities. Large materials should be used, and first efforts limited to one-strip weaving until the child has mastered the principle involved, and learned to trim and paste the ends. Two-strip weaving involves a second principle whose understanding requires time and practice. During the final term, weaving with several strips may be undertaken, using contrasting strips of uniform size, cut from harmonious colours. The finished mat may be the contribution of the child toward some group project, e.g., rug for the doll's house, one square of a checkerboard wall hanging, etc.

Sewing

The running stitch begun in Junior Kindergarten is used to gather frills, using both paper and woven material. The over-casting stitch may be introduced during the New Year term, first around the edge of paper and oilcloth, and later soft materials in making doll's blankets, covers, rugs, etc.

PROGRAMME FOR KINDERGARTEN PRIMARY CLASSES

One of the purposes of Kindergarten Primary is the gradual preparation of the child for entrance to Grade I. This purpose is reflected both in the programme of studies, and in the school routines.

As set forth in the Introduction it seems desirable that the child should not suddenly be confronted with totally strange courses at a time when he is making a difficult adjustment to the novel school conditions he experiences on entrance to Grade I. It likewise seems desirable that approach to the studies specified in the Programme for Public and Separate Schools be made in the incidental informal method of the kindergarten rather than in the more formal method of the grades. For these reasons provision is made for instruction in the elements of reading, arithmetic, writing, etc., for children who have attained a mental age of five years six months.

In Kindergarten Primary the individual routines of Junior Kindergarten give place more and more to the group routines of the grades. "Mass education" is frequently employed as a term of reproach in describing modern school practice. In so far as the individual becomes completely submerged in the crowd the criticism implied in the words is not without justification. But until the world of mankind is so reconstructed that teams no longer play rugby, fans no longer occupy benches, parties no longer dance to music, crowds no longer go to movies, patrons no longer stand in queues, congregations no longer worship in churches, soldiers no longer march in companies, clerks no longer sit in rows, miners no longer work in shifts, some form of mass education is necessary in order that children may be conditioned to participate effectively in the social life of the world as at present constituted.

As noted in the section dealing with Administration, the Senior Kindergarten embraces children of mental ages between four plus and five plus. Hence the programme for the autumn term of Kindergarten Primary is largely covered in the course outlined for Senior Kindergarten. Kindergarten Primary as such will usually begin with the January-June term, when the average pupil will have attained a mental age of five years six months. It is desirable at that time that provision be made for a full-day programme. If circumstances do not permit of such an arrangement it is preferable that the Kindergarten Primary half-day session occur in the morning rather than in the afternoon. Where provision is not made for noon luncheon, the full-day programme will need to be modified to permit of midday dismissal and reassembly, and for a short rest period in the afternoon.

TYPICAL FULL-DAY PROGRAMME

- 8.45— 9.00 Inspection; Cloakroom Routine.
- 9.00— 9.20 Opening Exercises; Discussion.
- 9.20— 9.40 Self-Directed Activity.
- 9.40—10.00 Games, Rhythmics, Walks (outdoor when possible).
- 10.10—10.45 Washroom Routine; Luncheon Routine; Rest Routine.
- 10.45—11.20 Reading.
- 11.20—11.45 Directed Large Group or Small Groups.
- 11.45—12.00 Washroom Routine or Dismissal.
- 12.00—12.30 Dinner Routine.
- 12.30— 1.30 Sleeping Routine.
- 1.30— 1.55 Directed Large Group or Small Groups.
- 1.55— 2.20 Arithmetic or Natural Science.
- 2.20— 2.45 Handwork.
- 2.45— 2.55 Washroom Routine.
- 2.55— 3.20 Social Studies or Health and Safety.
- 3.20— 3.30 Cloakroom Routine; Dismissal.

TYPICAL HALF-DAY PROGRAMME

- 8.45— 9.00 Inspection; Cloakroom Routine.
- 9.00— 9.15 Opening Exercises; Discussion.
- 9.15— 9.40 Self-Directed Activity.

9.40—10.00	Arithmetic, Nature Study, Social Science, Health and Safety.
10.00—10.20	Games, Rhythmics or Walks (outdoor when possible).
10.20—10.50	Washroom, Luncheon; Rest Routine.
10.30—10.55	Reading.
10.55—11.20	Handwork.
11.20—11.45	Organized Large Group or Small Groups.
11.45—12.00	Cloakroom Routine; Dismissal.

EXPLANATION OF THE PROGRAMME

Inspection and Cloakroom Routine

The children on arrival are given a brief health inspection as in previous years, and assisted where necessary in the removal and disposition of wraps. Children who have come through Junior and Senior Kindergarten may be expected to assume responsibility for this routine. Children who are entering school for the first time will need more instruction and supervision. The more capable children may be assigned duties in connection with this routine, such as assisting less capable children in removing their outer clothing, overseeing the placement of certain articles of clothing, etc. The children enter the room, exchange greetings, and go to their places.

Opening Exercises and Discussion

Opening exercises usually consist of a prayer and song, saluting the flag, and singing the National Anthem. The children then form themselves in a circle or group to discuss events and happenings, and to plan their activities for the following period.

Self-Directed Activity

The children go to various interest centres, many to complete projects which they have undertaken, some to look at books, or to build with blocks, and a small group, changed from day to day, to visit, with the teacher, the several projects in the course of completion, for the purpose of admiring, offering suggestions, and getting ideas. The work is terminated in sufficient time to permit the children to tidy up properly before the close of the

period. It is noted in this respect that the inculcation of habits of promptness is of much greater import than the activity of any particular period.

Rhythmics and Games

This period is devoted to activities such as outdoor games, walks, and gardening, or indoor rhythmics, dramatics, and games carried on after much the same fashion as was indicated for Senior Kindergarten.

Washroom, Lunch and Rest

This period is conducted according to the programme of the previous year. During washroom routine the children assume greater responsibility. After the Easter holiday they may be permitted to use the toilets and washrooms of the regular school. Lunch should be a happy social experience. The food should be served in an attractive, formal manner. Two of the children in turn act as host and hostess, pouring milk or fruit juice, passing wafers, starting conversation, excusing children, etc.

Reading

The reading is conducted in small groups of at first four or five, later increasing to ten. The remainder of the class not engaged in recitation is provided with related seatwork in colouring, matching, drawing or writing. Suggestions for drill and seatwork activities are given on pp. 141-161, *Training Handicapped Children*.

Directed Large Group or Small Groups

Music in the form of singing and rhythmics should appear on the programme every day, and in the form of appreciation and of rhythm band work, from two to three times per week. English appears as story telling, story reading, dramatization, picture study, library periods, verse speaking, and speech training. The size of the group will depend upon the nature of the work being undertaken. Singing, music appreciation, rhythmics and story telling, for example, will usually be taken with the large group; rhythm band and dramatization with a performing and an audience group; picture study, library periods, verse speaking and remedial speech training with small groups. The teacher of a full-day class may prefer to conduct the class as a directed large group during the morning period and as directed

small groups during the afternoon period or vice versa. The teacher of a half-day class will likely fix on certain days of the week for work with the large group and other days for work with the small groups.

Dinner and Sleeping Routines

These routines are conducted after much the same fashion as in Junior and Senior Kindergarten. Where children go home at noon for lunch, mothers should be advised concerning the desirability of a thirty-minute nap before return to school.

Arithmetic or Natural Science

Number-work lessons should be conducted in from two to three groups. While one group is being taught the other group or groups will be occupied with quiet seat work in arithmetic. Nature Study is usually taken with one large group. Arithmetic and Nature Study, however, are taught continuously throughout the day. Such incidental instruction is of the greatest value in tying up the work in these subjects with the ordinary experiences of life.

Handwork

Children who have attended Junior and Senior Kindergarten will be well prepared to proceed with the handwork of the Kindergarten Primary, which is usually carried on in intimate connection with the succession of themes or centres of interest.

Social Studies or Health and Safety

Much of the work in both Social Studies, and Health and Safety, is centred about projects and dramatizations. Since the development of out-turned interests, and the inculcation of habits and attitudes are the chief purposes of these studies, the teacher must ever keep in mind the incidental learning that takes place throughout the entire day.

Cloakroom Routine and Dismissal

During cloakroom routine, independence as to care of self and wraps is stressed. The children are directed in small groups to the washroom, then to the cloakroom, where they learn not only to be efficient in dressing themselves, but likewise to be kind and helpful to others. Very reverently the children gather for their closing song and prayer. They repeat their safety verse, say good-bye, and another happy healthful day is ended.

CONTENT OF THE PROGRAMME

HEALTH AND SAFETY

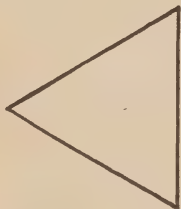

The inculcation of health and safety habits as outlined in the programme for Senior Kindergarten is continued during the Kindergarten Primary session. The Health and Safety periods are devoted to the dramatizations of various safety precautions, to discussions concerning cases of accident and of ill-health among the children which might be attributed to carelessness, and to the telling of stories, singing of songs, or recitation of verse for the purpose of developing certain attitudes of mind with respect to health and health practices.

ENGLISH

Children who have passed through Junior and Senior Kindergarten will have become fairly well conditioned to speaking and listening in turn. Those who have newly entered school will require special training along the lines outlined in the first two sections under English in the programme for Senior Kindergarten.

During Kindergarten Primary year additional vocabulary is rapidly acquired. The teacher should beware of the fairly common fault of talking down to her pupils, and thus depriving them not only of one of their chief sources of new words, but likewise of the inspiration to use them. On the other hand she should avoid the use of abstract and highly-generalized expressions whose meaning is beyond the intelligent comprehension of her pupils, and strive to employ as far as possible words whose meaning is specific. Children of this age still delight to play with new words until they become able to handle them with ease.

The sentence-speaking pattern of expression is becoming fairly well established, partly as a result of training afforded

7 892	2 	5 to	6 3 4
10 chick	4 56	1 	9 man
8 gig	X		3 28

DISCRIMINATION TEST

during the previous year, but more largely because the children have acquired the requisite mental ability to think and to speak in sentences. Broken sentence expression at this age is usually attributable to impulsive-mindedness rather than to retarded mental development. Hence, the remedy is less a matter of requiring the children to practise sentence speaking, than of inducing them to respond more deliberately to situations.

The speech production programme of the previous year is continued. Children of this age find keen enjoyment in employing their organs of speech to produce clearly formed sounds. Except in case of certain double consonants most of the speech difficulties will have been cleared up during the previous two years. Children who newly enter school may require special speech-correction attention, particularly in those cases where faulty habits have become more or less firmly fixed. Suggestions concerning the use of corrective methods outlined in certain sections of *Training Handicapped Children*, as mentioned in the programme for Senior Kindergarten, may well be followed.

READING

Readiness to read is largely a matter of mental growth and less a matter of formal training. Normal children, who have led a normal existence, attain the requisite attention span and the requisite discriminative power to begin reading at mental age five years six months, provided they are supplied with the proper reading diet and exercise. Extent of vocabulary, which is so important a determinant in the reading of the intermediate and senior grades, can have little or no relation to reading readiness, since ordinarily, the speaking and understanding vocabularies of the beginner far exceed his possible reading vocabulary during the first year. However, children who have been conditioned at home or in kindergarten to regard books favourably, usually display greater eagerness to learn than those who have been denied that advantage.

Since readiness to undertake various school activities depends to such a large degree on mental age, every kindergarten-primary teacher should make herself proficient in the art of administering

at least one of the several standard individual intelligence tests in order not only that she may determine readiness to read, but likewise that she may gain that insight into the mental make-up of her charges which the administration of an individual intelligence test so well affords.

In the absence of a complete test the span of attention may be determined by asking the child to repeat:—

“John is feeling very sorry. He lost his new ball in the school yard.”

“Mary went for a long walk after dinner. She wore her pretty straw hat.”*

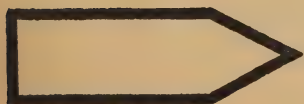
If he can repeat either passage with not more than one omission or substitution, he is equipped with the requisite attention span to begin reading.

Ability to discriminate may also be readily estimated. The teacher copies on two sheets of cardboard, 7" x 5", the set of figures on page 66, and then cuts the blocks containing the individual figures from one set. Placing in turn, first the circle, then the triangle and then the others in numbered order on the place marked X on the other sheet, she asks the child to point to the corresponding figures. If he can do this with not more than two promptings, he possesses the necessary power to discriminate.

Ability to draw which correlates highly with readiness to print-write, and highly but irregularly with readiness to read, may be tested by asking the child to copy the line of figures* on page 69, which the teacher has previously drawn along the side of a page.

Children learn to read in much the same way as they learn to talk. In first learning to talk, certain word-sounds incidentally become associated with certain experiences, and the child

*Canadian Intelligence Examination.



begins to respond more or less appropriately to those word-sounds when again they are heard. Later, by trial-and-error imitation he learns to form these word-sounds, and thereafter when an experience recurs, he tends to reproduce the associated language. He has begun to talk. In first learning to read, certain written or printed word-forms similarly become associated with certain experiences, and gradually take on the meanings of those experiences. In the case of the five-year-old, appreciation of meaning is usually followed by some kind of physical response, smiling, withdrawing, pointing, acting, etc. This type of reading for meaning may be briefly termed *activitive* reading. Since, however, the art of speaking is acquired before the art of reading, the appearance of a written or printed word tends to recall not only the associated experience but likewise the associated language, and the child begins to read orally. Nevertheless, it must be borne in mind that printed or written words are primarily connected with experience, and only secondarily with speech. With the five-year-old beginner it is important that *activitive* reading precede oral reading. Reversing the order or omitting the fundamental step is a frequent cause of so-called "word reading".

Words are the units of language, whether spoken, written or

thought. They alone possess constancy, both as to meaning and form. The letter has permanent form but no meaning. The sentence has meaning but no permanent form. In fact the sentence is not only a highly complex, but likewise a highly artificial, product rarely used in moment-to-moment thinking, vaguely used in ordinary conversation, and only with effort used in writing. We do not expect the child in his second year to begin talking in sentences; neither should we expect the child in his sixth year to begin reading in sentences.

The child learns to read in much the same sort of words as he learns to talk, specific picture-producing words with a world of meaning within themselves, as for example—father, mother, kitty, cry, drink, run. It cannot be too strongly insisted that the five-year-old child's first reading vocabulary does not correspond to the word frequency of his fairly advanced speaking vocabulary, as has been erroneously supposed, but rather to the words or kind of words found in his first talking vocabulary. A premature introduction of sentence reading, or a basing of the child's first reading lessons on his speaking vocabulary, is certain to lead to an untimely presentation of relative framework words such as *is*, *was*, *can*, *on*, *with*, *it*, *I*, *she*, *they*, *here*, *there*, etc., which have no meaning of and by themselves, and which cause primary pupils and teachers alike so much trouble.

The thinking of a child in his sixth year is largely confined to the establishment of relations of difference—"You cut with a knife and lift with a spoon". Ability to establish relations of likeness is merely dawning. In order to permit him to exercise his dominant mental power, specific picture-producing words should be presented at least two, though not more than three, at a time. The words should have different and distinctive silhouettes, and the things named should be different in kind—knife, bottle, pencil, but not peach, pear, plum. On the other hand, relative framework words, prepositions, conjunctions, pronouns, helping verbs, etc., when taught, should be presented one at a time and repetitively, since recognition in such cases depends upon the appreciation of likeness rather than difference. Specific picture-producing words may be practised by themselves for the purpose of facilitating recognition, but relative framework words should never be taken out of context, since by them-

selves they are devoid of any meaning within the comprehension of the child—"table", "chair", but "on the chair", "to the table". In order to avoid variations in the same word-form, capitals should be used only in proper names including, "Father" and "Mother", and in "A" and "The", at the beginning of sentences.

The teaching of reading usually begins immediately after the Christmas holidays, and is presented either incidentally or in the form of a game, rather than as a formal lesson.

The children can best be taught at first in groups of three or four. The most interesting word to them is their given name. This may be print-written on a card to be pinned to the child's dress, and on another to be tacked on his chair. Two of the cards may be removed and a child asked to replace them, then the second child, and then the third. The first and third cards may be dealt with similarly, then the second and third, and then all three. The following day the children will not be tested, but the entire lesson will be repeated, though in abbreviated fashion. Only after considerable practice in such *activitive*, that is meaningful, reading, will the pupils be asked to name the words, that is to read orally. This may be done first from the cards and then from the blackboard. As the term advances the circle of reading acquaintances may be gradually increased by changing the groups or by increasing their size.

The names of interesting and familiar articles may be taught after the same fashion. The names preceded by "a" should be print-written on cardboard slips—a knife, a bottle, a pencil—and placed before the corresponding articles. The children after looking may be asked to replace the name slips, "a knife" and "a bottle", then the name slips, "a knife" and "a pencil", then "a bottle" and "a pencil", and finally all three. The order of the object may then be changed and the game repeated. Again, only after *activitive* or meaningful, reading has been perfected, should oral reading, or naming the words, be attempted.

At a later date objects about the room, and at a still later date, pictures of interesting objects may be dealt with in the same manner. Not more than three or fewer than two words should be undertaken at one time. Where the object is unique the name should be prefixed by "the", where it is one of a

number by "a"—"the desk", "the door", but "a chair", "a window". Lessons should be repeated two or three times, and testing for oral word recognition avoided until the written word and object have been thoroughly associated. Previously acquired vocabulary will of course be continuously practised.

During the early days of the second month verbs of action may be introduced, preferably two at a time—"run" and "jump", etc. *Activitive* blackboard reading takes the form of commands—"Mary, run", "John, jump", "Mary, open the door", "John, close the door"—to be followed by blackboard oral reading.

Toward the close of the second month sentences may be matched and then read in connection with pictures in much the same way as words with objects. Two pictures may be taken at a time. The sentences should be made up largely but not entirely of specific words with which the children are familiar—"The boy climbs the tree". "The girl pets the kitten".

During the third month the connective "and" may be introduced—"Mary and John run", "Mary, run and jump" and during the following months two or at most three prepositions—"Mary, run to the door", "John, run to the desk", "Mary, put the book on the table", "John, put the book on the chair". Salutations such as, "good morning, girls and boys" and directions such as, "turn", "stand", may from time to time be written on the blackboard.

During the last two months, certain semi-specific adjectives may be incidentally introduced one at a time—big, little, pretty, red, green, blue, yellow, black and white. Short blackboard stories made up of known words and written in the present tense may be dramatized and read orally in connection with picture study or news of the day:—John climbs the tree. John picks a big red apple. John throws the apple to Mary. Mary catches the apple.

Groups will be gradually enlarged until by the time blackboard stories are attempted, the group will have become a small class of eight or ten, and the game a happy beginning at the serious business of reading. The child's natural desire to write may be indulged at this same stage. The teacher will be careful

to avoid block letters and to employ only the standard print-writing forms. The child should use a large pencil, write double space and copy, never spell.

The question arises concerning the use of a primer during the final stages. The modern primer is designed for six-year-olds. Usually fifty per cent at least of its vocabulary is made up of relative framework words. Obviously such a vocabulary is but poorly adapted to the needs of five-year-olds. Through the use of cardboard and blackboard presentation alone, and without undue urging, the kindergarten-primary pupil will acquire a reading vocabulary of at least 100 words, and will be well prepared on entering Grade I to adjust himself to the conditions of a more formal method of presentation. Nevertheless, the children may be expected to pick up a number of words, phrases, and sentences from a perusal of their picture and library books. The teacher should have no hesitancy in helping the child who wants to know, "What does this word say?" or "What does this line say?"

In a rural ungraded school much the same procedure as outlined above may be followed with five-year-old pupils. Owing to conditions which here prevail, writing will receive somewhat earlier and more serious attention. *Activitive* reading will, in part, assume the form of seat-work exercises. Pictures and associated words, or sentences for matching, may be put up in envelopes in sets of ten. Plasticine may be employed for overcoating words or for representing the things which words or sentences signify. Words or sentences written on cardboard tags may be cut in half for matching and put up in envelopes. Though procedure may vary from that employed in an urban kindergarten-primary, the general principles governing vocabulary selection and methods of presentation are equally applicable, and where employed will be productive of equally successful results.

SOCIAL STUDIES

Daily Routine

In the Kindergarten Primary, as in the Junior and Senior Kindergarten, the daily programme and routines continue to be an important means of fostering socially-acceptable habits

and attitudes. The child should develop increased self-reliance. He should assume greater responsibility for his wraps and other belongings, for dressing and undressing himself, for tidying up and replacing equipment which he has been using, for undertaking certain room duties in connection with the luncheon period, the distribution and collection of materials or the formation of class lines. He should also develop increased group consciousness, showing greater respect for the property and convenience of others, greater conformity with classroom rules and greater promptitude in carrying them out, because of a growing appreciation that these are the ways of the group of which he is a member. The teacher herself should understand that the mechanism of inhibition which forms the basis of self-control must be as slowly and painstakingly built up as the mechanism of response which forms the basis of self and of group expression. She will accordingly regard discipline not entirely as a convenience to herself in the management of the school, but rather as a means of establishing suitable attitudes towards the various impulses in the mind of the child, so that in time of need he may find himself equipped with the necessary machinery to control them.

Stories

Simple stories, showing in a favourable light desirable patterns of behaviour within the child's power to grasp, should be used to develop social attitudes. Stories of children who show kindness to other children and to animals, stories of physical bravery, and stories of loyalty to family and friends, are still appropriate.

Dramatics

As well as acting out stories which have been told in the story period, the child is ready to portray activities found in the familiar affairs of home life. During free play or directed play periods there may be dramatized all phases of family life—cooking, eating, sleeping, cleaning, furnishing, repairing, dressing, visiting, shopping, going for walks, etc. The visits of the postman, baker, milkman, grocer, doctor or nurse as well as certain out-of-home experiences such as a passing fire engine, obeying traffic signals, etc., are suitable subjects for dramatization. Play

articles of housekeeping equipment and suitable costumes may be kept in a convenient place, easily accessible to the children.

In her supervision of the dramatics period the teacher will have several purposes in mind beyond the inculcation of language and social skills such as: acquainting the children with the nature of various economic activities carried on within and about the home; with simple ideas concerning the division of labour, economic dependency, job responsibility and the fair exchange of labour's products; with the dignity of labour and the courtesies which are its due. Safety and health rules may be stressed, such as the proper eating and handling of food during the dramatization of cooking, a knowledge of fire prevention and precautions with regard to matches while "The Fireman" is being played.

Centres of Interest

The child now plays in groups of from two to six. There is still evidence of some parallel play, but there is a marked advance in ability to work co-operatively. He now displays a definite interest in finishing what he has begun, even though it takes several days. When interest wanes, however, the activity should be dropped and a new interest developed.

This increased interest span and growing ability to co-operate permit the undertaking of projects. Various types of stores such as toy, pet, flower, hat, grocery, or dairy may be built, and signs, labels, and articles for sale made, which when completed, may be utilized in buying, selling, telephoning and delivering. The children may build a post office, make a post box, collect and deliver letters. The farm is a topic which interests children in the spring and fall. In certain areas the market may be developed as a subtopic. The sand table is of great value in forwarding these two projects. Current happenings in the neighbourhood, such as the coming of a circus or the building of a house, often provide centres of interest with constructive and dramatic possibilities. Similar use may be made of the interest aroused by special days and festive occasions such as Thanksgiving, Christmas, Easter and Empire Day. The teacher will, however, avoid the temptation to flit to far away times and places, such as the building of a Norman castle or the creation of an Eskimo scene, and so plunge the child

into activities beyond his experience and so beyond his power of effective participation.

Excursions

Excursions to points of interest in the nearby community enlarge the child's knowledge of his immediate surroundings, provide practice in acceptable behaviour in public places, and form a background of experience which will later be reproduced in dramatic play.

NATURAL SCIENCE

The Kindergarten Primary child is highly inquisitive, open-minded, and without prejudice. He questions the why and wherefore of everything. Nothing escapes his interest and attention. He manifests the true spirit of scientific investigation. The teacher must be ever alert to satisfy the child's curiosity, and provide suitable activities which will expand the child's interests in his natural surroundings.

Animal Visitors

Children of this age are intensely interested in animals. Friendly contact may be set up by having pets as visitors to the classroom. The length of the visit will depend upon the ease with which the animals may be cared for. Goldfish and canaries may become permanent residents. Rabbits, guinea-pigs, white mice and rats, pigeons, ducks, hens and chickens, frogs, turtles, salamanders, snails, caterpillars, moths, butterflies, may be kept for an extended visit. Cats and dogs may be brought as visitors for a single school session. The children may be expected to develop a growing feeling of responsibility for the care of their visitors. They will be encouraged to bring suitable food from home, help with providing suitable quarters, and assist in keeping these temporary quarters clean; but it would be fair neither to the animals nor to the children to leave this whole responsibility to pupils of Kindergarten Primary age.

Every Kindergarten Primary classroom should have an aquarium, placed in such a position that it will not receive too much sunlight, but will be accessible for observation. It should contain a number of green aquatic plants bedded in clean sand. Goldfish or guppies or minnows from the creek may be kept,

but it is better to keep to one species at a time. A clam and a few snails are interesting, and will help to keep the aquarium clean.

The Birth and Nurture of Young Creatures

Children may watch guppies in the aquarium develop within the mother fish, a mother rat feed her babies, a mother hen hatching eggs and raising her family, frog's eggs developing into tadpoles, moths or butterflies emerging from cocoons.

SUGGESTED SEASONAL ACTIVITIES

Autumn

Making collections of fruits, vegetables, flowers, leaves, pods, stones, berries, seeds; making a nature table, or treasure shelf on which the collections are organized into a museum of labelled materials; visiting a market and planning a market project; observing how animals and birds prepare for winter; planting bulbs for winter flowering; bringing pets as visitors to the classroom; bringing flowers to school and helping to arrange them; observing clouds, rain, rainbow, dew.

Winter

Keeping an aquarium; bringing pets to school and caring for them; observing snow, frost, ice, sleet, etc.; observing the moon and the stars; finding the Big Dipper; handling a magnet, mirror, magnifying glass, and finding out what they can do; observing seasonal weather changes—freezing, thawing, etc.

Spring

Watching frog's eggs develop into tadpoles; planting an indoor garden (sandtable, window boxes, etc.); working in an outdoor garden; planting quickly-germinating seeds, and caring for young plants.

Properties of Matter

Largely through incidental methods of instruction, but to some extent by means of sense games, the teacher will continue to develop the children's ability to discriminate among sense impressions, and to name correctly the several properties of nature thus revealed. In addition to the three pair of primary physiological colours (white black, red green, yellow blue) mastered in the Senior Kindergarten, the pupils will learn to recog-

nize and name five of the principal combinations—orange, pink, purple, brown and gray. The tastes, bitter and salt, will be learned in addition to those of sweet and sour. A substance may be moist as well as wet and dry, or warm and cool as well as hot and cold.

ARITHMETIC

Much of the time devoted to arithmetic in Kindergarten Primary is used to extend the child's appreciation of aggregate. During mid-session the count to six is extended to ten, the fingers of both hands being employed as a counting medium. The count is then broken into sections, one-nine, one-eight, one-seven, and associated with other movements, clapping, walking, hopping, etc., and with the "activitive" counting of objects, including other pupils. During the latter half of the year the teacher may be tempted to extend the count to twenty. She is warned that eleven, twelve and thirteen constitute the morass of the number series, (largely perhaps because they are usually taught singly), and had best be left until the following year. However, if in spite of the warning she persists, the sequence is best taught in two groups, ten to fifteen and fifteen to twenty.

In the latter half of the session the numbers up to and including six are studied as things in themselves as well as links in the number chain. The child is taught informally, and also formally, by means of games to recognize number pictures composed of objects, pupils, or pictures pasted on cards. The material should be widely varied, but each number picture should continue constant in form. The following forms are possibly most satisfactory.



The forms may with advantage be associated with familiar ideas such as two, the spectacles; three, the clover leaf; four, the waggon; five, the bird's nest; six, the coat buttons. After recognition of the six number pictures has been well established they may be associated with the corresponding numerals. If the

manuscript form of writing the numerals is adopted, the child at five years six months will experience no great difficulty in forming the straight lines and half circles of which they are composed.

During the first five months, use by the child of "short", "shorter than", "shortest", "thick", "thicker than", "thickest", and during the last five months of "thin" but rarely its comparative and superlative, indicates a growing appreciation of linear space and a dawning appreciation of a second dimension. During the year the child and teacher substitute "large", "small", and their comparatives and superlatives for "big" and "little", in the description of areas and bulks.

During the early part of the year the use of "heavy" and its derivatives indicates a growing comprehension of force. "Light" does not usually come into the child's vocabulary until several months later.

Additional stakes are driven into the stream of time—"forenoon", "afternoon", "Autumn", "Winter" during the first term, "yesterday", "to-day", "to-morrow", "Spring", "Summer", "Monday", "Friday" together with certain special days, during the final term.

MUSIC

Listening

The purpose and procedure in listening are much the same as those outlined in the Senior Kindergarten programme. Selections which are descriptive as well as rhythmic and melodic may be provided, e.g., In a Clock Store, Waltzing Doll (Poldini), March from the Nutcracker Suite (Tschaikowsky), Largo (Handel), Hall of the Mountain King (Grieg).

Singing

Half, quarter and eighth notes still form the bases of the melody pattern. However, increased voice control and training in enunciation allow some slight degree of complexity in note and word arrangement. Intervals are still limited to not more than fifths, and the normal singing range of voice lies between E₁ and E¹. The length of the song should not exceed 32 bars,

save where the words and formation are so simple and attractive as to need but little teaching.

In teaching a new song the procedure outlined in the programme for Senior Kindergarten is followed, save that now the children may hum a tune just before singing it.

Children should continue their practice in ladder singing and tone quality games as outlined in the programme for the previous year. They may likewise practise jumping the voice, in songs with varying intervals. To assist the child whose ear is slow in recognizing differences in pitch the teacher may have to give much individual help, using such exercises as "What does the peanut whistle say?" "Ee Ee Ee" (on the highest possible tone).

By the end of the Kindergarten Primary year, differences in ability to sing will have become more apparent. While every opportunity should be afforded children who are naturally musical to sing in groups and alone, the child with less endowment will be given equal opportunity to participate. The future attitude of the less gifted child toward music will largely depend upon the skill and understanding of the teacher at this stage.

Rhythmics

Free rhythmic movement at this level will be a continuation of the rhythmic responses developed during the previous year, but may be expected to exhibit a higher standard of ideas and controls. In controlled rhythmic movement a progressive study of phrasing will be undertaken in connection with walking, running, skipping and marching activities. For example, the teacher plays a familiar skip, pausing slightly at the end of each phrase, the children dropping down and touching the floor at each pause. Melody stepping and rhythmic patterns will increase in number, variety and complexity in response to such selections as Frère Jacques, Lavender's Blue, Row, Row, Row Your Boat, Minuet (Bach), Legend of the Bells (Planquette), Danish Dance of Greeting.

The Rhythm Band

Additional instruments are added gradually until the band equipment is complete. Band groups are increased in number.

The procedure for conducting the band as outlined in the programmes for Junior and Senior Kindergarten is continued. Folk tunes and suitable classical melodies should be orchestrated, that is, arranged so that different parts will be played by different instruments or groups of instruments. The children should be encouraged to decide which instruments are best suited to certain parts. Certain selections such as Old French Song (2/4 time) will be found suitable for playing on the accented beat. Others, such as Jingle Bells, Andante (from Surprise Symphony, Haydn), The Crooked Man, will be found suitable for playing melody. In developing tempo, intensity and phrasing, increased emphasis should be placed on softness and delicacy. The children in turn should be afforded opportunity of conducting the band in order that leadership may be developed.

ARTS AND CRAFTS

The kindergarten child, being unable to use written language to convey his ideas, takes readily to such avenues of expression as drawing, painting, modelling and building. There is a close relation between the forms in which these expressions appear and the child's intellectual maturity. A brief study of drawing throughout the three kindergartens is indicative of what may be expected from a third-year pupil in the way of art and craft.

The three-year-old rarely sets out to draw any particular object. He seldom names the finished product, and if he does name it there is usually little recognizable resemblance to the object named. The four-year-old may begin with an idea in mind, but his ideas shift as the work proceeds, and a drawing which set out to be a man may turn out to be a house.

The Kindergarten Primary child may be expected to begin with an idea in mind. The final product is usually recognizable by the adult. The pictures are simple, with few details at first. Details that are most important to the child are drawn largest—the man larger than his house. He knows colours and uses the names accurately.

As a subject for drawing and painting, the human figure ranks first. Houses, utensils, animals, toys, furniture and vehicles are popular subjects. The Kindergarten Primary child

does not use a model, but represents the object from memory as he knows it. Hence, the drawings show incomplete or inaccurate observations. Copying from a model does not improve the performance.

The drawings are out of proportion because the young artist enlarges the parts which interest him most. He tends to repeat objects or ornaments, and will meticulously draw buttons even when clothing is lacking. He will draw a part of the body which is hidden because he knows it is there.

Objects in motion are sometimes shown by repeating the drawing several times, for example, a horse running down the road may be depicted by drawing several horses, one after the other.

Animals commonly resemble a human being on all fours. The head and trunk are made as one unit without any line of separation. The animal's face is like the child's drawing of a human face.

As is the case with the human figure, drawings of other objects are incomplete, transparent, and out of proportion. These imperfections will disappear as observation becomes more exact and as the child matures.

A few of the more mature children may attempt composition or situation drawings where objects are shown in relation to one another. This development should not be forced. It will come naturally and will grow as the children proceed through Grades I and II.

It is expected that the Senior Kindergarten programme in Arts and Crafts will be followed during the autumn term. After the New Year much of the work in Arts and Crafts will be carried on in connection with project activities. Building blocks will be used to make stores; plastic material to model the various articles in stock; construction paper using the sixteen-square foundation to make furniture, or using the rolled-cylinder foundation to make cartons and candy sticks. In the farm scene, houses and barns are made of blocks, fences of splints or paper cut on the fold, animals of plasticine or paper cut-outs, crops of cut-up paper, trees of paper cut-outs.

Periods are frequently used, however, to develop skills. In cutting and pasting, the child learns to cut on the line and to cut on the fold, making paper dolls, dresses, ships, aeroplanes, doilies, strings of doll's lace, symmetrical patterns, and cutting out pictures and paper figures, and pasting these to form posters and decorative designs.

Once the principle of weaving has been mastered the exercise of this skill becomes very popular. More complicated activities may be introduced, such as cutting the mat with alternating big and little strips, weaving with varied colour and pattern schemes, adding decorative borders and spots to adorn the plain mat, decorating the room with mat borders.

In sewing, the children master the arts of threading and tying, and in small groups begin the blanket stitch on such articles as oilcloth aprons.



